

VOLUME X III

NUMBER 2

# The A.T.A. Magazine

OFFICIAL ORGAN OF THE

ALBERTA TEACHERS' ALLIANCE, INC.

*Magistri Neque Servi*



The

## Alberta School Trustees' Magazine

OFFICIAL ORGAN OF THE

ALBERTA SCHOOL TRUSTEES' ASSOCIATION

FALL CONVENTION NUMBER

OCTOBER, 1932

### A. T. A. MEMBERSHIP

#### Members in good standing September 30th, 1932

Members received since Easter, 1932.....	1,889
*Renewals due between September, 1932 & Easter, 1933	1,262
*Provisional Members' renewals due November 30, 1932	
(a) Normal School Graduates (1931-32) .....	207
(b) School of Education .....	14
	<hr/>
	221

(\*Still in Good Standing).

3,372

#### Number of Members received

Easter to September 30, 1930, 842  
Easter to September 30, 1931, 1,314  
Easter to September 30, 1932, 1,889

**EASTER, 1933 OBJECTIVE, 4,000**

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# The A. T. A. Magazine



*Magistri Neque Servi*

*Official Organ of the Alberta Teachers' Alliance, Inc.*

Vol. XIII.

EDMONTON, OCTOBER, 1932

No. 2

## GUIDING PRINCIPLES AND FUNDAMENTALS OF AN ELEMENTARY EDUCATION

Lewis S. Mills, Field Supervisor for Connecticut State Board of Education

At the present time there are many contending ideas in Education and many a Superintendent, principal and teacher is sadly puzzled as to the pathway along which to guide the schools entrusted to his or her care. Many have heard and read of "free discipline" and have given over the control to children to an extent that has been a setback to real progress. Again many have heard and read of "child centered schools" where the children plan all the work and follow their own momentary interests. Thousands have tried this scheme and the results in scholarship have been unsatisfactory. To remedy this felt need in scholarship the schools have been flooded by thousands of work books with the hope that in this way the loss in scholarship might be overcome. Many superintendents, principals and teachers have heard of "free discipline" and "child centered schools" and have still continued in the same formal way as of old.

Between the formal school of a few years ago and the extreme "free discipline" and "child centered schools" there is a modern school that is worth while. In my opinion the three following principles may well serve as reliable guides for superintendents, principals and teachers in guiding work of the elementary schools:—

1. With the present state of elementary education the best philosophy to govern the elementary schools is to center attention on the needs of the child but at the same time present for him an organized body of facts and skills necessary for him in High School or in life.

2. The idea of the child centered school is more a **matter of method** than a subject matter. One of the real functions of the teacher is to create interest in children, not merely to follow the interests which the child has at the moment.

3. The High School seems to be the rightful inheritance of most children. A wise school will not neglect to give its children such facts and skills as will enable them to make use of this inheritance of the High School.

Based on these three guiding principles we have the following three fundamentals of an elementary education:—

1. Development and Conservation of Physical and Mental Health.

- Through proper surroundings.
- Through knowledge of, and the development of right attitudes toward the best practices of living and thinking.
- Through physical and mental activities.
- Through group work and play.
- Through knowing how to use leisure time.
- Through an opportunity to help plan, help

create, and help enjoy.

2. Development and Conservation of Character as an Individual and a Citizen.

- By the example of the teacher and others.
- By direct and indirect teaching.
- By large participation, with much real responsibility on the part of the pupil in school activities.
- By learning to obey authority.
- By learning to regard and respect the rights of others to the end that one may know how to serve as well as how to command.

3. A Skilful Exploration of, and Experience in, the Elementary Fields of Knowledge and Skills Including a Thorough Preparation for High School.

- Through pupil needs, interests and participation.
- Through the exercise of pupil judgment, initiative and participation, including co-operative planning of school work and activities.
- Through intelligent, expert, and sympathetic guidance on the part of the teacher as the pupil advances through the elementary fields along a definite pathway to high school.
- Long practice in experience-use of the skills and knowledges in the elementary fields and needed both for high school and for participation in active and useful citizenship.
- A grade eight pupil should have become skilled workman in the use of Arithmetic in computing the problems of every day life; a skilled workman in the marshalling of facts and necessary to selective thinking and action in the fields of elementary study, experience and activities.
- A grade eight pupil should be in possession of an open mind and plan to continue to his education whether he goes to high school or enters business.

From a careful study of the three guiding principles and three fundamentals we see that the modern school is tremendously modified in method from that of the formal school of a few years ago. We see too, that the teacher is still chief director and guide in a broader, more influential and co-operative way than before. She becomes a companion of the children and welcomes suggestions from each and school becomes a happy laboratory of group activities. Whenever pupils stray from their work or tend to over-ride the teacher in an unruly manner she still assumes as of old, intelligent and complete control until such time as the children are able to co-operate in a manner profitable to all.

## The World Outside

Current Events' Committee

MISS ANNIE CAMPELL

J. D. FERGUSON, M.A., Director

MISS R. J. COUTTS

The recent meetings of the British Association at York were described as among the most successful in the history of the Association. They were attended by distinguished scientists as delegates from foreign countries, in addition to the British members. The subjects discussed covered a wide field, as usual. The Swedish delegate, Dr. Axel Boethius spoke on "Domestic Architecture under the Roman Empire." Dr. G. E. Du Reitz of the University of Upsala read a paper on the problem of bipolar plant distribution. Other lectures and discussions included subjects such as: "Speed in Flight," "The Use of the Photo-Electric Cell," "The Film in Education," "The Behavior of Animals," "Earthquake Recording in the Heart of London," "Effect of the World Depression on the Banking systems of Central Europe."

The inaugural address of the President, Sir Alfred Ewing recorded the services of the Association to science and to society and dealt especially with recent developments in atomic theory. As reported by the *Manchester Guardian*, "there was a note of doubt and hesitation in the address." "Even the Utopias have lost distinctness of outline and men have grown doubtful about what seemed most sure — their own triumphant progress." "Supposing," asked Sir Alfred Ewing, "a Utopia actually in existence with a perfect adjustment of labor and the fruits of labor, a fair spreading of employment and of wages and of all the commodities that machines produce, what then? Will men be able to spend the leisure they have won? Dare we hope for such spiritual betterment as will qualify them to use it well? God grant they may strive for that and attain it. It is only by seeking they will find. I cannot think that man is destined to atrophy and death through cultivating what after all is one of his most God-like faculties, the creative ingenuity of the engineer."

\* \* \*

Dr. L. P. Jacks, who has been contributing a series of articles to the *London Observer*, on "Moral Values" has been in a similarly questioning mood. "Owing to the displacement of human labor by machinery," he says, "the total amount of work-free time society has to dispose of is far greater than it was, and will certainly grow greater than it is. How will the coming leisure be spent? Will it be a Fools' Paradise? If so, it will be Purgatory to everyone who is not a fool and the end of it will be swift and terrible." And he suggests: "Suppose that science were to regard its task of giving man control over the forces of Nature sufficiently done for the time being, and that the hour had now come for helping him to get control over himself. . . . Suppose that Education from the kindergarten to the University should now begin to concentrate its attention on the building up of self-control from the growing-point which Nature has ordained for it. Would

not that be the dawning of a brighter age? Would not all that science has heretofore achieved in giving man control over Nature be raised in value beyond all imagining if it stood firmly based on man's control over himself?"

\* \* \*

English papers recently reported the deaths of two distinguished teachers and writers—Mr. G. Lowes Dickinson, for forty-five years a Fellow of King's College, Cambridge, and Mr. Graham Wallas of the London School of Economics. Among Mr. Dickinson's better known works were "The Greek View of Life," "The meaning of Good," "Justice and Liberty" and it was said of him that "his writings, his lectures and his intimate talks mirrored the qualities of his mind—clarity and order, tolerance, a passion for liberty, for justice and for beauty." Of Mr. Wallas, a friend and admirer wrote: "Graham Wallas was, above all things a very great teacher. He had the gift of inspiring all who came in contact with him with the sense that ideas really matter. His lecture room at the London School of Economics was an amazing sight. Half the nationalities of the world had their representatives there; and one had only to scan their faces to realize that what he said opened new and attractive horizons to them."

"Graham Wallas and Lowes Dickinson were fellow-workers, citizens of the same realm of thought and high citizenship" said another writer, "How rich the land that could produce them within one lustrum, to lose both within seven days."

\* \* \*

The British Medical Journal reports the discovery by Professor L. S. P. Davidson of Aberdeen University, of an extract prepared from the livers of fish, costing much less than that prepared from animal liver and equally effective in the treatment of pernicious anaemia. This will be welcome news to those sufferers from this disease who found the cost of the extract from animal liver beyond their means.

\* \* \*

Dr. Willows, a member of the scientific research department of a Manchester textile company, has succeeded in perfecting a process for making creaseless, cotton, artificial silk and silk textile fabrics. The discovery is reported in the *London Times* which states that research along this line has been going on for fourteen years at a great expense. Now a method has been discovered of putting a condensation product inside the cotton hair or the artificial silk filament as a last step in the manufacture of the goods—after they are dyed or printed. The process is said not to be expensive so that it will add little to the cost of the material so treated.

\* \* \*



The discovery of new oil fields is reported from the Kakagent district in Russia, about forty miles from Makhach Kala, a port on the Caspian Sea. The part so far explored is estimated to contain sixteen million tons of high grade oil with a 35 per cent. benzine content.

\*\*\*

Japan has recognized the new independent government of Manchukuo. It was perhaps not difficult for Japan to recognize the new government since it was her own handiwork. A correspondent of the *Manchester Guardian* writes from Harbin to say that in every department of the administration a Japanese controls the nominal Chinese head. Japanese advisers had been appointed to every police division in Harbin, according to this correspondent, but three days before the League Inquiry Commission reached there, these advisers were ordered to become police servants and assume Manchukuo citizenship. The Japanese foreign minister recently made a public statement in the course of which he declared that Japan's action in connection with the whole matter was "essentially identical with the action that other powers had taken elsewhere in similar circumstances."

He is on solid ground in making that claim, though whether it will soothe the feelings of Chinese citizens of Manchuria to learn that other peoples have had similar treatment, is not so sure. For their further reassurance, it was stated that the Japanese navy is studying the possibility of establishing a naval base at Port Arthur for the defence of the Manchurian coast.

#### SIR RONALD ROSS

Sir Ronald Ross, valiant warrior against that dread enemy disease, has passed into silence. He was one of that little group of gallant explorers who, by persistent experiment, followed the trail of the spread of malaria to its source in the anopheles mosquito. It was as by a flash of inspiration from his association with Patrick Morgan who insisted that some biting insect serves as intervenient host to the malaria microbe, that dread enemy of man, that sent Major Ronald Ross on the quest in 1895. To this "Great Problem" he set himself. Persistently for the great part of three years in the tropical climate of India, the land which had given him birth, he pursued the experimental search for the verification of the theory that micro organisms of this widest spread of all diseases are carried by mosquitoes.

It was in June 1898 he wrote to Manson, "The mosquito theory is a fact. The bite of a malaria mosquito has given a healthy bird malaria." And the Medical Congress at Edinburgh passed a resolution congratulating Major Ronald Ross on his great and epoch-making discovery.

At that time one-third of all the people in hospitals were ill of Malaria and more than a million a year, we are told, death claimed as its victims. So Ross writes in his diary, "I have found thy secret deeds, Oh Million-Murdering Death. The assassins of the red blood corpuscles, the sappers of vigorous life, the destroyer of men, the chief scourge of the lands of the South, the microbe of Malaria—thy ravages shall be stayed."

In 1899 Ross retired from the Indian Medical Service and went to West Africa for the further study of Malaria-bearing mosquitoes. In 1902 he received the Nobel Prize for Medicine. He was made the recipient of the Royal Medal of the Royal Society in 1901. He became Professor of Tropical Medicine in the Liverpool University and later was made Director-in-Chief of the Ross Institute and Hospital for Tropical Diseases. He also has some standing as an author of Medical and Scientific Publications. Now, at the age of seventy-five, he passes from this stage of activity, but not from the grateful remembrance of men, for the services his labors and talents have rendered to the human family.

\*\*\*

English newspaper comment on the Ottawa Conference varies with the political outlook of the papers commenting. *The Times*, London, of August 18th said: "The outcome of the Ottawa Conference is now so far assured that it is possible to estimate at least its general character . . . . . The broad results are already plain and in all the circumstances they represent a very remarkable achievement . . . . . In the nature of things the result could never have been spectacular. They are not to be summarized in a slogan. To put them in their baldest and most prosaic form they will be found to consist of a series of provisional agreements, some bilateral, some multilateral for the extension of various lines of trade between the countries of the Empire, with a prevailing tendency to do this by "preferring" where possible so far as Great Britain is concerned, to take the natural products of the Dominions, and, so far as the Dominions are concerned, by lowering the present tariffs against British exports."

*The Observer* says: "The imponderables of the Conference, the psychological effects of the return of courage and confidence in commercial and economic life, may prove of infinitely greater value than any precise mathematical profit-and-loss computation could show . . . . . The Conference has been called a turning point, a new chapter in Imperial history, etc. There is one respect in which a marked new departure has not been much emphasized as yet. The Conference throughout was marked by a swing from the consideration of the individual as a consumer to the individual as a producer." Editorially *The Observer* says: "Ottawa has shown to the world that the Empire is a reality, and that is spiritual unity, always visible to the discerning, will henceforth have a more explicit and concrete significance." Also; "There is nothing in the Ottawa agreements that will conflict with the wider objective proclaimed by the British delegates of a fuller and freer interchange of commodities throughout the world."

But *Foreign Affairs* thinks differently. "The important question is not so much whether the enthusiasts, the fanatics, if you will, make of the Ottawa policy something definitely and consciously opposed to wider international co-operation, but whether, in actual practice we shall find the two policies in conflict; whether the commitments given at Ottawa will stand in the way of economic and financial organization on an international basis. And all the evidence, alas! would go to show that this is indeed the case; and that we are

about to repeat in the matter of tariffs and other aspects of economic nationalism, that curious but familiar spectacle of men proclaiming as wise and indispensable 'in the abstract' one policy and consistently following the exact reverse . . . . . Free, or freer trade between Canada and Britain is good; between Britain and the Argentine bad. A tariff against Australian produce would be a crime; against Danish desirable. Tariffs are bad if they are against Empire peoples, good if they are against non-Empire peoples. This, of course, is not economics at all; it is a game of political prejudices. Those who urge this policy are not thinking of unemployment, idle shipping, unstable exchanges; they are thinking of what a fine thing the Empire is—which is true but irrelevant."

*The New Statesman and Nation* has this criticism among others. "The effect of the new orientation of the British market towards the Dominions must be seriously to reduce the imports of this country from Denmark, the Argentine and other countries with which we have had close commercial relations; and that is bound to result in a fall of British exports to countries from which we are no longer prepared to buy on the old scale . . . . . Thus the Ottawa decisions, so far from carrying us in the direction of Empire Free Trade, are calculated to lead to a perpetuation of high tariffs both in the Empire and in the world as a whole . . . We have forfeited our leadership of the world movement for greater freedom of trade; we have embroiled ourselves with many of our best customers; we have more than half promised to boycott Russia. Such are the Greek gifts which Mr. Baldwin and his colleagues are bringing us back from Ottawa."

And in *The Manchester Guardian* we find; "It is impossible to assess the detailed credit and balance of Ottawa when so much of the evidence is withheld. Those who are already boasting of the wonderful success of Ottawa are merely repeating their faith that everything the National Government and the Dominion Governments do must become an object of worship. Whatever had happened at Ottawa their comments would have been the same. But it will be surprising if the mood lasts. One would rather prophesy that the Ottawa agreements will be looked back upon as one of the most disastrous episodes in British economic policy, disastrous not merely because of their one-sidedness but mainly, perhaps, because of their effect in preventing a general reduction of tariffs."

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## Local News

### WILLINGDON

The Willingdon Local held its first monthly meeting of the school term in the Willingdon School on September 16th, with seventeen teachers present. Much business was covered during the two hours allotted for the purpose. President Kostash, who is also District Representative on the Provincial Executive, reported on the work of that body during the term between March and July. Much headway was made with regard to Grade XII Mathematics, teacher representation on the University Matriculation and High Schools Examination Board and Group Insurance.

The most important work completed at this first gathering was the organization of an oratorical competition, to be held in Willingdon this Fall. Messrs. Tomy, Richel and Worbets form the oratorical contest executive.

The Local executive were rewarded for their untiring efforts last term by being unanimously re-elected. Messrs. Tomy and Richel retired as Press Representatives in favour of T. A. Shandro and F. Honnochko. The slate of officers re-elected is: President, H. A. Kostash; Vice President, N. Svekla; Secretary-Treasurer, S. D. Samoil.

The rest of the evening was spent at the home of Mr. and Mrs. W. Pidruchny who welcomed the seventeen members most hospitably. Bridge and a most sumptuous repast were the order of the evening.

Three new members, Messrs. Deane, Huculak and McDonald were heartily welcomed to the Local. The next meeting will be held on October 17th at Pruth School with Mr. and Mrs. Samoil as hosts.

### LETHBRIDGE

The Lethbridge Teachers' Alliance held a splendidly attended meeting recently at Central school, upwards of 50 being present. The Collegiate, public and separate schools were all represented and those present first sat down to refreshments served by the executive of their organization.

The President, Mr. George Watson, having welcomed the newcomers of this year, the meeting proceeded to organize committees for various fall activities. Messrs. L. Walker, H. H. Bruce and E. Vaselenak were chosen to co-operate with the Executive of the South Alberta Teachers' Association in making arrangements for the convention on November 9 and 10. Committees were also chosen to arrange for a speaker on behalf of the Alliance on that occasion, and to make the necessary plans for the dance, banquet, etc., which may be arranged, and for the special Lethbridge issue of *The A.T.A. Magazine*.

Prospects are excellent for an active and instructive year. The Hospital Association, formed February 1st in connection with Galt hospital, has a membership of 37, and the formation of a similar organization for medical and surgical treatment is being considered.

## EDUCATIONAL RESEARCH DEPARTMENT

The courtesy of Dr. C. B. Willis and Mr. A. E. Rosborough, M.A., is acknowledged in editing this Department for the months of September, October, November and December, 1932.

### FACTORS AFFECTING PROBLEM-SOLVING ABILITY

**Director M. E. LaZerte, Ph.D.**  
School of Education, University of Alberta

#### Problem

In the investigation reported below an attempt was made to determine the relation between the variables sex, chronological age and mental age of Grade V pupils and their ability in problem-solving in Arithmetic. Answers were sought to three questions: (1) Do boys and girls of Grade V differ in arithmetical ability? (2) If mental age is held constant along with sex and grade, are there significant differences between pupils of various chronological ages? and (3) If sex, grade, and chronological age are held constant, how does the variation in I.Q. affect success?

#### Subjects

Four hundred and twenty-seven pupils, two hundred and ten boys and two hundred and seventeen girls served as subjects. They were enrolled in thirteen grade V classes in the City of Edmonton.

#### Time of Testing

All tests were given during the last week in October or the first week in November, 1931. No cognizance was taken of the time individual pupils had attended school or been in Grade V.

#### Tests Used

Three sets of data were obtained: (a) Scores on a problem test, Test A, composed of questions commonly taught in school; (b) Scores on a quiz test, Test B, composed of rather unfamiliar types of questions that were thought to test elements in reasoning ability rather than learned performance; and (c) I.Q. ratings obtained from McCall's Multi-Mental Scale, Test C.

#### Test A

The ten problems of this test were arranged in order of increasing difficulty as determined by examination of five thousand test papers of pupils in Grades III to VII inclusive. The problems were mimeographed and space was given on the test papers for all written solutions. The test was as follows:

School..... Name .....  
Grade V..... Sex.....  
Age: Years..... Months.....

1. There are 30 days in June and 31 in July. How many days are there in the two months?
2. How many pints are there in 7 quarts?
3. How many inches are there in  $\frac{1}{4}$  of a yard?
4. In four days a carpenter worked 10 hours, 7 hours, 8 hours and 9 hours. How much did he earn at 45 cents an hour?
5. A farmer raised 26 bushels of wheat per acre on 49 acres. How much is it worth at \$1.12 per bushel?
6. A man buys ice cream at \$1.20 a gallon. From each quart he serves five dishes at 10 cents a

dish. What is his profit on 1 gallon of ice cream?

7. A boy can run 100 yards in 12 seconds. How far would he run in an hour if he could keep running this fast?
8. How many square yards of pavement are there in a street  $\frac{1}{4}$  mile long and 66 feet wide?
9. If 12 $\frac{1}{2}$  tons of coal cost \$84.00, how much coal could I buy for \$16.00?
10. A man's income is \$2520 per year. He pays an income tax of 4 $\frac{1}{2}$  per cent on the part of his income that is over \$2000. Find the amount of his income tax.

\* \* \*

#### Test B

School..... Name .....  
Grade V..... Sex.....  
Age: Years..... Months.....

1. A man bought 225 sheep at \$9.00 each. He sold 90 of them at \$12.00 each. If you subtract 90 from 225 you get 135. What does this 135 tell you?
2. \$5.00 for 3 days equals \$15.00 for.....days?
3. You know the cost of a box of oranges. You know how many oranges there are in a box. How can you find the cost of an orange?
4. If there are 2 lento in 1 mal, how many mal are equal to 5 lento?
5. If you know how much a man earns in seven days, how can you find how much he earns in one day?
6. Mary is reading a book that has 100 pages. She has read 60 pages. This line..... shows how many pages are in the book. Draw a line to show how many pages she has to read yet. Draw the line here:
7. Write a problem with two numbers in it that should be multiplied to give the answer.
8. Work of 10 men in 4 days equals work of..... men in 2 days?
9. You are given these three facts:  
Fact 1: There are 6 books on the table  
Fact 2: Each book has 45 pages  
Fact 3: There are 150 words on each page.

To find how many words there are in a book you would use facts 2 and 3. Which facts would you use to find how many pages there are in the six books?

10. In the next question another bit of information is needed before you can answer the question asked. On the dotted line tell what else you must know before you can answer the question.

#### Question

What is the value of the total wheat crop?

#### Things You Must Know

- (a) The price of the wheat per bushel.
- (b) The number of acres of wheat.
- (c) .....

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**Data Concerning Age, Sex, and I.Q. of Pupils**

In the following tables the age, sex and I.Q. of each of the four hundred and twenty-seven pupils are given:

**Boys**

I.Q.	Age in Years: Nearest Birthday							Total
	9	10	11	12	13	14	15	
- 94	0	1	13	27	17	9	1	68
95-105	0	15	46	13	2	0	0	76
106-	3	34	25	3	1	0	0	66
Total	3	50	84	43	20	9	1	210

**Girls**

I.Q.	Age in Years: Nearest Birthday							Total
	9	10	11	12	13	14	15	
- 94	0	1	14	28	7	0	3	53
95-105	0	24	33	8	2	0	0	67
106-	10	54	30	2	1	0	0	97
Total	10	79	77	38	10	0	3	217

**Success on Separate Problems of Test A**

Problem	1	2	3	4	5	6	7	8	9	10
Boys' Score	206	196	130	132	73	93	26	1	0	0
Girls' Score	214	192	129	144	61	80	15	1	0	0

Boys' Average Score 4.08

Girls' Average Score 3.85

**Success on Separate Items of Test B**

Item	1	2	3	4	5	6	7	8	9	10
Boys' Score	141	119	41	126	83	58	73	62	41	48
Girls' Score	134	140	32	96	64	86	98	44	48	35

Boys' Average Score 3.77

Girls' Average Score 3.58

The following table gives for the boys of each age and I.Q. group shown the average number of problems and the average number of quiz items answered correctly. The digits within the brackets give the number of pupils in each group.

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C.A.	I.Q.						
	60-69	70-79	80-89	90-99	100-109	110-119	120
9.0-9.5						2 (2)	6 (1)
9.6-9.11				3.0 (2)	5.0 (3)	3 (3)	6 (1)
10.-10.5				3.7 (3)	4.2 (17)	4.4 (11)	5.5 (4)
10.6-10.11				1.7 (11)	3.9 (20)	4.5 (13)	5.5 (7)
11.-11.5			2.4 (5)	3.7 (21)	4.2 (9)	4.5 (2)	
11.6-11.11			2.6 (6)	3.1 (4.6)	4.2 (15)	6.0 (5.3)	3.0 (1)
12.-12.5			2 (1)	3.5 (8)	3.8 (4)		
12.6-12.11			2 (1)	4.3 (8)	6 (1)		
13.-13.5	3 (1)	1.5 (2)	4.5 (4)	4.0 (2)	3 (1)		
13.6-13.11			4.8 (5)	3.0 (3.2)			
14.-14.5			4 (1)	4 (1)			
14.6-14.11			5 (1)				
15.6-15.11			7 (1)				

The number of problems solved correctly increased more rapidly horizontally from column to column than vertically from row to row. An increase of ten points in I.Q. has, in general, a greater influence upon success than has an additional year of age.

Considering each I.Q. column in succession, the point of greatest increase in problem-solving ability, as judged by the score obtained, may be found. The average mental age of each of the I.Q. groups is as follows:

I.Q. Group	Scores	Average M.A.	A.D.
70- 79	4.8 (A) 3.2 (B)	10 Yr. 2 Mo. 10 Yr.	4 Mo.
80- 89	3.7 (A) 4.1 (B)	10 Yr. 2 Mo. 10 Yr. 6 Mo.	4 Mo.
90- 99	4.0 (A) 4.6 (B)	11 Yr. 1 Mo.	4 Mo.
100-109	4.5 (A) 5.3 (B)	11 Yr. 2 Mo. 11 Yr. 1 Mo.	3 Mo.
110-119	5.0 (A) 6.6 (B)	11 Yr. 3 Mo.	3 Mo.

There is a difference of only one year in mental age between the group with an I.Q. of 110-119 and a chronological age of 9 years, 6 month—9 years, 11 months, and the group with an I.Q. of 70-79 and a chronological age of 13 years, 6 months—13 years, 11 months. It appears that the greatest rate of increase in scores is between



the tenth and twelfth years for representative school pupils.

Exactly the same situation is found when the girls' scores are analyzed, except that the greatest increase in scores comes between the ages of ten, years, six months and twelve years, six months.

### Interpretation of Data

The reason for the later increase in ability in problem-solving in the case of the girls is not apparent from the data. The writer believes that the difference is due to the nature of the problems used in this investigation and in ordinary texts, problems that are more within the normal experience of boys than of girls. As a result the girls are a little older when they come to a problem with the same background of experience.

Why is there any sudden increase in ability in either sex? We believe that mental development is gradual. We account for the increase above by assuming that the knowledge of number, the knowledge of the fundamental processes, past habits of problem-solving and other factors integrate at these particular ages giving the increased ability noted. The practice curve in the acquisition of skill shows this sharp incline for complex habits, and is accounted for, not by a sudden increase in learning ability, but by the integration of simple fundamental habits. Probably there is a hierarchy of thought habits in problem-solving, and that pupils experience a sudden increase in problem-solving ability after the basic habits and knowledge have been acquired.

Tests A and B are quite unlike. Scores on each test increase with increasing chronological age or increasing mental age. However, when the scores of pupils with a given mental age are considered, it is found that the scores on test A are quite constant for varying I. Q's although the scores for Test B increase with increasing I.Q's.

M.A	I.Q.	N	A Score	B Score
10.6-10.11	70-79	4	3.5	2.5
	80-89	17	3.9	3.3
	90-99	24	3.8	3.2
	100-109	19	3.8	3.5
	110-119	3	3.5	4.0

Apparently brightness, apart from maturity, has an effect upon the B score. One might surmise that the A score indicates the training the pupil has acquired, while the B score indicates in

some degree the training he was capable of receiving in the field of Arithmetic.

### Further Data Obtained by Controlling Variables

By sorting out the cases that came in each category when different constants and variables were selected, the relationships shown in the following table were discovered:

Constants	Variables	N.	A.M.	S.L.	'8'
Grade	C.A. (boys)		11.42 Yr.	1.1 Yr.	
Sex	Problems	97			.1±.1
Mental age	correct		3.99	1.4	
Grade	C.A. (girls)		10.90	0.98	
Sex	Problems	99			-.13±.1
Mental age	correct		3.61	1.3	
Grade	C.A. (boys)		11.42	1.12	
Sex	Quiz items	97			-.09±.1
Mental age	correct		3.62	1.95	
Grade	C.A. (girls)		10.90	0.98	
Sex	Quiz items	99			-.07±.1
Mental age	correct		3.21	1.8	
Grade	M.A. (boys)		11.30	0.95	
Sex	Problems	80			.31±.10
Chron. age	correct		4.15	1.4	
Grade	M.A. (girls)		11.35	0.94	
Sex	Problems	83			.25±.10
Chron. age	correct		3.87	1.3	
Grade	M.A. (boys)		11.30	0.95	
Sex	Quiz items	80			.20±.11
Chron. age	correct		3.45	1.7	
Grade	M.A. (girls)		11.35	0.94	
Sex	Quiz items	88			.33±.10
Chron. age	correct		3.52	1.98	
Grade	Problems				
Sex	correct		4.00	1.3	
C.A.	(boys)	42			.51±.11
M.A.	Quiz items		3.55	1.7	
	correct				
Grade	Problems				
Sex	correct		3.58	1.3	
C.A.	(girls)	38			.42±.13
M.A.	Quiz items		3.11	1.76	
	correct				

Throughout the above table the chronological age or mental age, when held constant, was taken as 10 years, 6 months—11 years, 6 months, as this age is the one normal to Grade V.

For both boys and girls a significant product-moment correlation between chronological age and number of problem or quiz items correct is not found to exist. There is a small but rather negligible and unreliable correlation between mental age and either of the two test scores. There is, however a very significant correlation between the number of problems correct in Test A and the number of quiz items correct in Test B, when grade, sex, chronological age and mental age are all held constant.

The relationship between success on Test A and success on Test B is as follows:

Number of Test B Items Correct	N.	Boys Av. No. of Test A Items Correct	N.	Girls Av. No. of Test A Items Correct
0	1	3.0	2	4.0
1	4	3.0	5	2.8
2	7	3.7	9	3.7
3	9	3.6	7	3.6
4	8	4.4	7	3.6
5	9	4.0	4	3.5
6	2	4.5	3	4.0
7	1	7.0	—	—
8	1	7.0	1	6.0



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The arithmetic mean of the boys' score on the problem test was 4.00, (S.D.=1.3); the arithmetic mean of the thirty-eight scores of the girls was 3.58 (S.D.=1.3). This difference in scores is equal to one-half the difference between Grade V and Grade VI average scores as determined in a parallel investigation.

Applying the statistics of reliability we find that the chances are 2 to 1 that the real difference between the mean score of the boys and girls lies between .13 and .71. The chances are nearly thirteen to one that there is in Grade V a real difference in problem scores in favor of the boys. The chances are only seven to one that there is a real difference between the scores of the sexes on the quiz test.

#### Summary

(a) The boys of Grade V appear to be superior to the girls of the same grade in ability to solve ordinary problems in Arithmetic.

(b) There is less evidence that there is any real difference between the sexes in arithmetical ability.

(c) At about the mental age of eleven years there is a spurt in accomplishment as measured by test scores. Preceding skills and knowledge may result in a new integration of this age.

(d) When mental age is held constant along with grade and sex, there is no significant relation between chronological age and problem-solving ability.

(e) When sex, grade and chronological age are held constant there is a marked but yet uncertain correlation between I.Q. scores and problem test scores.

It is interesting to note that the dull pupils perform quite like normal pupils of corresponding mental age.

(NOTE: In view of the fact that printed test sheets were used in this investigation, teachers will not be able to give the test from the blackboard and obtain comparable scores. For the information of those interested the writer adds that diagnostic grade tests in problem-solving in Arithmetic have been prepared by the writer. These tests are now off the press. Norms are being obtained at present. Tests for Grades III to VII inclusive will be ready for distribution this term. Part of the subject matter used in the above tests appears in the printed tests. Do not familiarize the pupils with the problems used in this report, if you wish to use the standardized tests later).

## THE HISTORY OF SAVINGS CERTIFICATES

In view of the fact that the Champion Mortgage Corporation Limited has recently opened offices in the City of Edmonton for the sale of Instalment Certificates, the occasion might be opportune to trace the origin of this plan of saving.

During the Hau Dynasty, a wealthy official named Pong Hoong, instituted a money lending club called "Leehwea", meaning "Interest-receiving Society," for the double purpose of rendering benevolent assistance to the poor and providing a convenient means of investment for his money at a fair rate of interest. Thousands of these money lending societies are still prevalent everywhere in China today.

Turning to Europe, we find that as early as 1795, Savings Clubs were formed in Birmingham, England. At that time it was becoming very difficult for the man in poor circumstances to own any kind of a home. Most of the land was passing into the hands of the large land-owners and these clubs provided a means by which the working classes could become home-owners. In 1809 the Greenwich Union Savings Society was founded and some of its methods have come down to us. It used the terminating plan, membership of which was limited to 50 members only, at 210 each. In 1815 another such club was founded under the auspices of the Earl of Selkirk, at Kirkeudbright, in Scotland. In 1836, Savings Societies gained legal recognition in England by the passing of the first Benefit Savings Society Act. At the beginning of the year 1924, these English Savings Societies comprised some 1,300,000 members or depositors. Their income is now over 25,000,000. The year 1924 showed further gain. The Savings Society Gazette published and combined working capital at something over 117,000,000 in the fall of that year (1924).

The Savings and Loan Society idea was brought here from England by Samuel Philling and Jeremiah Herrocks (Manufacturers) and Mr. Henry Taylor and immediately attracted attention. It became well established in the United States in 1852, the movement being actively carried on since the earliest Society was organized by Benjamin Franklin at Frankford on the 3rd of January, 1831. Over 4,400 such Societies operating in Pennsylvania alone.

The popularity of this type of investment has been marked during the past few years of general business and financial depression when general security values have been low and many thousands of Canadians have chosen it as a secure and attractive form of saving. In the United States Savings and Loan Associations are in existence in large numbers.



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### A TYPICAL CLASS IN TORONTO

During 1929 the Toronto Board of Education operated 52 classes for mentally retarded children. The average enrolment in these "auxiliary" classes, as they are called in Toronto, was about 16, as against 42 for the regular classes in the public schools. The cost of carrying on this work was \$232.29 per pupil in average daily attendance. This is to be compared with a corresponding per pupil cost of \$90.76 for the elementary schools in general, and \$163.37 for the collegiate institutes.

Four special sight-saving classes were also maintained by the Board. The enrolment in these was 56, and the average per pupil cost was \$259.04.

Five classes were also conducted for hard-of-hearing pupils. These classes were attending by 51 children who were instructed at a cost per pupil in average daily attendance of \$273.31.

The Board also maintained three classes for crippled children with an enrolment of 50 pupils who were taken to and from their homes each day in buses provided by the Board. The per pupil cost of educating these crippled children in 1929 was \$563.16—more than six times the average cost of elementary instruction.

Two schools for adolescent retarded girls, enrolling over 500 pupils, are a significant feature of the Toronto system. These schools were established to take care of girls who are not able to meet High School requirements. The Ontario Government gives as large grants to these schools as to Technical Schools. The object is to fit these girls to fill useful positions in life. Great care is given to health education and the correction of physical defects. Although girls are admitted with a mental age of as low as five years it is reported that only about 15 per cent of those enrolled have sufficient intelligence and stability to support themselves in some occupation. The cost of maintaining these schools was \$282.10 and \$176.65 per pupil, respectively, in 1929.

A similar work for boys is carried on in the Junior Vocational School for Boys at a per pupil cost of \$242.40.

In addition to the above there are many classes in various types of institutions for delinquency and other kinds of marked deficiency.

It should be noted that the above classes are all intended for pupils rather seriously afflicted with mental, moral, or physical defects. They are not regarded as a solution of the problem of the ordinary "dull normal" child which is still considered one of the most vital problems in the Toronto schools, as it is elsewhere. Inspector Macdonald, for instance, asserts that "The most pressing need today in our schools is to adjust the course of study and the methods of teaching so as to appeal to the dull normal children. The studies are too academic. The course is dominated by the

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High School Entrance examination." Inspector Munro also opens his report to the Board by declaring that "The problem above all others in this district, that demands speedy solution, is 'What shall we do for the dull normal children?'"

Furthermore the schools of Toronto are typical of the schools in most other cities in that no consideration is being given gifted children at all comparable to that given the mentally deficient. The latter are considered worthy of an education at a cost that is uniformly higher than the average, sometimes much higher, as indicated above; gifted children, however, are left to attend the most cheaply conducted classes in the city. In 1929 a total of 15,215 pupils, about twenty-two per cent, had to repeat the work of the grade. The super-normal children in the Toronto public schools are often found, no doubt, in the same classes with these "repeaters."

On the grounds of humanity and sentiment the special care of the lame, the blind, the deaf, and the feeble-minded is no doubt to be commended, but as a matter of business, to consider the matter on perhaps the lowest level, would not corresponding attention to the most highly gifted yield enormously greater returns? True, a few schools are now organized on the basis of three or four grades of mental ability; but this in itself would seem to provide for a no more adequate treatment of the gifted child than of the excessively sub-normal. Would not a balanced and rational social philosophy call for at least as much care in education of the genius as the sub-moron?

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### THE NORMAL SCHOOL QUESTION

While the announcement that the government was about to close the Normal School at Camrose came as no surprise to those in touch with Educational affairs, it has caused considerable protest, (as would be expected), from the good citizens of that town.

*The Observer* feels that Camrose has a well-justified kick against the Government's action. The Normal School there has been established for well over ten years; it represents no small item of revenue for the town. Approximately two hundred normal students, mostly with a good standard of living, must have left around \$100,000.00 in Camrose every year in one way and another. That much money in a town of 2,000 population is not to be sneezed at, especially as by far the greater part of it was expended for services rendered, i.e. board bills.

In addition, the Normal School has been quite a factor in increasing the prestige of Camrose. So much so that the good Camrosians have been accused—not without reason—of being a trifle snobbish now and again. But they had some excuse to feel chesty, so they may be forgiven a very human fault.

*The Observer* confesses a complete inability to understand why the province went to the expense of constructing the new Normal School in Edmonton. The Camrose school was functioning successfully. It was evident long before the Edmonton building was constructed that the time was close at hand when a surplus of teachers would be graduated from the normal schools—with the high schools plugged to the doors with aspiring pupils

all headed in the direction of the teaching profession. But for some reason or other the Edmonton normal was built, equipped and staffed with the inevitable result that more and more students entered normal and emerged as teachers into a world already full of their kind.

It was only a matter of time before the government had to choose between the Camrose and Edmonton schools and the choice is just exactly what one would expect. Camrose is given the air.

While deputations to the government may stall off the evil day for Camrose, it will be only a stall. The conclusion of the matter is inevitable. Camrose will lose the normal school eventually.

—Vegreville Observer.

### THE PRAIRIE SCHOOL

For background—just a field of golden grain;  
A dusty baseball diamond in the fore;  
A tattered flag, the worse for wind and rain;  
A brave young teacher standing in the door.

Clear rings a bell upon the morning air  
To summon laughing children from their play,  
And in the little classroom standing there,  
They sing their praise to God for this new day.

In schools like this our prairie teachers reign,  
Shaping the lives of citizens-to-be;  
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—Gertrude Lambert.

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**A BLOW TO EDUCATION**

With the hard times and money so scarce all public bodies must act with the greatest care and see that expenditure is kept within reasonable bounds. At the same time the interests of the community must be guarded in every detail. The following interesting article is taken from *The Winnipeg Tribune*, and no doubt will find favour with our readers. It is known that several school trustees in neighboring towns have acted as the article states, but let us trust that the school boards in this district have a different conception of their duties towards the teachers. If you have a good teaching staff hold them if at all possible. The article reads:

"One way of reducing the cost of operating a school is to dismiss the whole staff and advertise for new applicants at lower salaries. It is a half-barbarous and inhuman method of taking advantage of the law of supply and demand. Yet it is being done in certain parts of Manitoba today, if the facts presented in a recent letter to *The Tribune* are correct.

"In at least one case it was done without notifying the teaching staff or discussing the question of salary with them. It is hard to imagine circumstances which would justify that action. A school board which takes that course seems obviously unfit for office. The Department of Education would be quite justified in removing them and appointing an official trustee.

"Where a salary cut is unavoidable the matter should be frankly discussed by the board and the teachers. Under present conditions one of the most important duties of a school trustee is to insist that the schools shall not be sacrificed or educational standards be impaired except as a last resort. Everything else the taxpayer pays for should be cut to the bone first. The majority of the taxpayers will heartily support anyone who takes that position, particularly in regard to the rural schools.

"The man or woman who has devoted many years of conscientious effort to build up an efficient school in a rural community deserves at the very least, the good will of that community and is entitled to be treated with ordinary consideration. Trustees who permit a trace of ruthlessness to creep into their relations with the teachers are striking a blow not only at education, but at the neighborly spirit, the friendliness of their own communities. The motive, the supposed need, is transitory; let them take care that they do not by thoughtlessness or meanness make the result permanent."

—*Ponoka Herald*.

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## Organization Bulletin No. 2

We have endeavoured previously to illumine a word which frequently remains very vague and "woolly at the edges" in the minds of quite intelligent people—the word ORGANIZATION, and we insisted that an organization is what emerges when a body of people want certain things done, and devise instruments or means with which to do them. If we are agreed so far, we can proceed now to the consideration of matters directly affecting ourselves as teachers. Let us notice first that very many teachers are today uttering those pregnant words, "Something's got to be done!" Let us take time to see whether these comrades of ours are just soreheads joining in a general chorus of blue ruin, or whether they have reason for their discontent.

### Unemployment

In the first place many of them are out of work. Among these unfortunates are many who, in addition to being fully certificated, are the heads of families and have already given years of approved and even excellent service to education in Alberta.

A man of forty, ex-captain in the Canadian forces overseas, with years of successful teaching behind him, came up to University for a year's work towards his degree. Now he needs a school again, but in spite of a whole summer's effort he is still without work. He has three dependents.

The case is not isolated but typical of many, and only a little harder than hundreds of cases of teachers whose zeal and efficiency in the past count for nothing today. By the deliberate and considered policy of the Government of Alberta, these men and women of mature experience are being engulfed in a huge oversupply of recruits. The maintenance of this oversupply costs the taxpayers, among whom are nearly 7000 teachers and would-be teachers, hundred of thousands of dollars per year. This year the Normal Schools are to train over seven hundred more teachers. The official justification is two-fold: The students want to come, and it's good education anyway. In the course of a period of several weeks during which the question of closing a Normal School and so limiting the oversupply was being discussed, the Minister of Education several times explained his motives to the press, but not once, so far as we know, did he express any desire to "give the teachers a show". We are to understand, are we not, that in the mind of our Leader there exists no mutual loyalties or obligations as between the teachers and the Department of Education?

### Insecurity

So much for Unemployment. Beside it stalks Insecurity. In this year of grace 1932, in this expensively governed, politically enlightened, spiritually

nurtured province of Alberta, it still happens that a competent, sociable, clean-living teacher is kicked out of his job by two trustees who can barely read or write in any language.

A man of fifty, Canadian overseas veteran with many years' experience as a teacher in New Canadian districts, and enjoying the esteem of all school inspectors who have seen him at work, has just completed his third year in a wealthy and old-established district near Edmonton. His grading has been "Excellent" throughout. Morally and socially his is unassailable. Last spring he received his dismissal, without reasons given. Two trustees of the sort already referred to had soberly decided that they were ready for a change and on that pretext were ready to reward his loyal labors by putting him and his wife out on the road.

The bare fact is, LOYALTY, that most valuable and fertile of human relations, is a thing about which rural trustees so far know little and care less. They do not admit that if the teacher puts heart and soul into the welfare of their children, they are morally bound to cherish the teacher's welfare. What is worse, we have little evidence that the Government admits it either. And yet there is no region in the world where Co-operation receives more devout lip-service than in Alberta, and none so devout in Alberta as the rural dweller. If mutual loyalty is not the very essence of Co-operation, then the world is mere sound and fury, signifying nothing.

### Penury

Now let us consider Penury—grim-faced enough, like Unemployment and insecurity, but not necessarily identical with them. There are scores of teachers in Alberta who have jobs and seem likely to keep them, but are simply not receiving their salaries. If this condition were an incident of the Great Depression its importance might well be minimized; but as a matter of fact even in the days of "dollar-fifty wheat" there were many school districts in which everybody had spending-money except the teacher, and he could get his only by threat of legal proceedings.

Did you hear the story for which the writer can fully vouch of the lad who taught a full year out from Camrose without receiving any pay? At the end of the year he left, with his entire salary still due; and he apologized to his landlady (the secretary-treasurer's wife) for non-payment of his board and room bill. She hastened to assure him that that was quite all right as the amount had been paid directly to her out of such school taxes as had come in from time to time and there was nothing outstanding! . . . This, let us admit, was not a recent case.

### Petty Persecution

To Unemployment, Insecurity and

Penury let us add only one more—Petty Persecution. The adjective is perhaps inapplicable to many instances we could cite, but we may let that pass.

Under the stress of the oversupply of teachers, an adult male teacher was persuaded to accept appointment under two conditions: First, that he would engage in no political activity; secondly, that he would in no circumstances seek the protection of the Teachers' Alliance. This was in an English-speaking district where no legitimate fears of "Red" or anti-constitutional propaganda existed. Note therefore that three men assumed the right to mutilate the civic person of the fourth.

A town teacher was abusively charged with unfair discrimination due to nationalist and church prejudices because he refused promotion to three pupils who had badly failed in their year's work. His wife was regaled with the abuse when she attended the Ladies' Aid and other town functions.

A town principal was bespattered with scandal because he escorted some senior High School girls home after a church choir practice.

A young lady teacher boarded at the home of the Secretary-Treasurer in a rural district. He attempted a libidinous assault on her. She came to the city next day and reported the matter to the A. T. A., white with shame and rage. She would not go back to her school.

One might continue the recital ad nauseam, but it is unnecessary, for many teachers know from experience, and nearly all from observation, how easy and natural it seems to be for small communities to beguile the long winter evenings in such ways as we have described. However, we must be careful for we are determined not to base our organization appeal upon false or exaggerated premises. It is true that there are hundreds of school districts in which the dealings of the school boards with teachers are habitually courteous, and in which the ratepayers rally to the support of their school. Exactly so, there are millions of car-drivers who are not road-hogs, millions of sociable drinkers who are not drunkards and millions of persons who will never destroy human life; but the state has nevertheless provided itself with organs for the suppression of wild-driving, drunkenness and murder, because such practices are ominously frequent.

Now, teacher, it is a fact that Unemployment, Insecurity, Penury and Petty Persecution are ominously prevalent hardships of teachers in Alberta in 1932, so much so that there is a growing cry: "Something has got to be done!" William James the philosopher said that people are separable into two classes, the tough-minded and the tender-minded. If you are tough-minded,

responsive to the sober findings of your reason and unswayed by pity or indignation, ask yourself whether the educational service in which you are enrolled is being built up or undermined by the conditions described. If you are tender-minded, moved by generous impulses to the point of a little sacrifice, ask yourself if it is worth while to help the individual cases of hardship or injustice which occur almost daily. Whether tough or tender minded, you will in all honesty be forced upon this choice—Either, to leave it all to the Government

or

Organize yourself in defence of the educational service and those employed in it.

And if you choose to leave it all to the Government, don't forget that you are definitely parting company with the great body of farmers, physicians, lawyers, funeral directors, civil servants, retail merchants, life and fire under-writers, retail clerks, stone-cutters, railwaymen, barbers, church-ministers, printers, newspapermen, build-

ers, carpenters and all those who have found it wise to rally for mutual protection and support. You range yourself with the casual laborer; you assert your right to just what scraps organized mankind may let drop from his table. You become, in effect, the earthenware crock clattering along among big iron pots in the peddler's cart, proud of your brave company, but blind to the doom that waits for you at yonder bump in the road.

#### Outline for Discussion II

1.—Tabulate the first-hand information possessed by members of your Local about (a) Unemployment Among Teachers; (b) Delayed Payment of Teachers Prior to 1929; (c) Delayed Payment of Teachers During the Past Year.

2.—What are the trends of conduct in the following branches of public service with respect to the housing, security and expenses of moving of their employed workers—The Churches, Elevator Companies, Banks, Alberta Govt. Telephones, Alberta School System.

3.—Debate the following proposition: In the public interest it is desirable that teachers should, as educated and intelligent persons, express themselves on all political matters with full freedom.

4.—Compile a number of suggestions as alternatives to the present Department practice of admitting all comers to the Normal Schools.

5.—Does the experience of your members support or refute the general tenor of the above paragraph on Petty Persecution?

6.—Suppose that there were no organization of teachers in this province; would you under existing circumstances welcome the starting of one? If you, right where you are, were paid to initiate a teachers' professional province-wide organization, how would you go about it?

7.—Can an unorganized class of the community (other than the mentally unsound) rely upon adequate consideration by Government? If so, give examples. If not, why not?

## Young Lady—Young Man, Are You Getting Ahead

Or are you merely eking out an existence? It has been said that the test of success is your ability to accumulate money—not an immense fortune, but to live within your means and save some amount regularly and systematically. To do so requires courage and develops perseverance and stability. It is true that money is not everything and should be secondary to a great many other things. But, money places within your reach the possibility of acquiring the grander things of life. To be able to accumulate a few hundred or a thousand dollars gives you poise and confidence and rids your mind of that nervous feeling of inferiority that is caused by being slightly behind financially.

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"Fear nurses up a danger;  
And resolution kills it at the  
birth."  
—Phillips.

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# The A.T.A. Magazine

MAGISTRI NEQUE SERVI

Official Organ of the Alberta Teachers' Alliance, Inc.  
Published on the First of Each Month



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## The A.T.A. Magazine

MANAGING EDITOR: John W. Barnett, Edmonton

SUBSCRIPTION: Members of A.T.A. - - \$1.00 per annum  
Non-Members - - \$1.50 per annum  
Members of the A.S.T.A. - - \$1.00 per annum

Vol. XIII EDMONTON, OCTOBER, 1932 No. 2

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## ANT HILL S.D. No. 2663

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## Editorial

### DUPLICATION OF SERVICES

**L**ORD BESBOROUGH is reported recently to have expressed the opinion that one of the greatest drawbacks of modern economic and social life is waste—waste occasioned by duplication of services and multiplicity of organizations working along similar or parallel lines. Possibly in no field of public endeavor is this so true as that of education: there we have University, Department of Agriculture, Department of Education, all working "on their own," all engaged in parallel or near parallel aims with no co-ordinated endeavor or unity of control.

**H**ERE are the Department of Education and the University School of Education both engaged in the training of teachers; the Department of Education operates a School of Technology and the University a Department of Engineering; the Department of Agriculture controls the Schools of Agriculture along with Experimental Farms and alongside there are the University Experimental Farm and the University Course in Agriculture; again the Alberta Government Experimental Farms and the Dominion Government Experimental Farms. With respect to training of teachers we have the University School of Education and the Normal Schools of the Department of Education as separate as though they were located in different provinces except that they are supported in common by the taxpayers of Alberta and to a limited extent by the students' fees. One might continue making comparisons indefinitely with the assurance that each duplication or near duplication would be assured of defenders who might or might not make out a fine case justifying each duplication or segregation. The one point which passes our comprehension, however, is that nobody—not even the politicians—seems to have given any thought or suggest any investigation of this duplication and segregation of educational services within the province itself. Like Topsy the problem just "grewed": the taxpayers have just looked on, paying the piper without calling the tune for: separate plants, separate governing bodies, separate administrative expenses, separate officials, separate staffs, separate Government Departments, separate supervision, separate travelling expenses, separate audits, separate stationery, separate printing, separate estimates in the Legislature, etc., etc.

**T**HERE is a great deal of discussion, public and private, with respect to duplication of University services in the four Western Provinces and we



do not desire to enter the fray in this regard. But we do earnestly suggest that, before tackling the problem of unification of educational services from without the borders of the province, it might be found much more practicable, much more possible to obtain immediate benefit to the taxpayers' pockets of this province by embarking on a policy of unity of service and unity of educational control within the province itself.

#### A. E. A. AND A. T. A. AMALGAMATION

**W**HILE on the question of elimination of duplicate organizations, the teachers of the province seem to be setting their own house in order, as far as in their power lies. At the last Easter Convention both the A. E. A. and A. T. A. passed resolutions each instructing its own Executive to appoint a committee to go into the question of amalgamation. The combined committee met under the chairmanship of Mr. George Clayton, President of the Alberta Educational Association. It discussed at length the basis whereby the various existing organizations involved in the Easter Convention could find common ground for pooling their interests in a general convention while in other respects each might preserve its identity and retain complete autonomy. The final conclusion was that the best method of implementing the spirit of the mandate given was to provide for a federation for convention purposes, of all existing organizations and a sub-committee consisting of representatives of the A. T. A. and A. E. A. and the Normal School Instructors'

#### WOMEN INSPECTORS OF SCHOOLS

We observe that in connection with a vacancy which will arise shortly, the Scottish Education Department has intimated that it will consider applications from women candidates for the post of H.M. Inspector of Schools. There are at present women inspectors for domestic subjects, but this is the first time that women have been given the opportunity of inspecting general subjects. There have, of course, been women inspectors in England for some time, and we are glad to note that Scotland is stepping into line.

—Selected.

and Inspectors' section of the A. E. A. was left to draw up a suggested constitution for the Federation. This constitution will have to be referred back to the membership at the next Easter Convention. The suggested constitution is as follows:

#### SUGGESTED CONSTITUTION OF THE ALBERTA EDUCATIONAL FEDERATION

**Article 1.—Name.** This organization shall be known as the Alberta Educational Federation.

**Article 2.—Objects.** The objects of the Federation are:

- (a) To promote the cause of education in the Province of Alberta.
- (b) To furnish a medium for the expression of the opinions individually and combined of the Federated Organizations: namely, The Alberta Public School Inspectors' Association; The Alberta Normal School Instructors' Association; The Alberta Teachers' Alliance, Inc.
- (c) To organize and conduct an Annual Convention consisting of:
  - (1) Sessions of the constituent organizations.
  - (2) General Sessions open to members, associate members and general public.

**Article 3.—Membership.** The membership shall consist of members and associate members.

- (a) Members shall be those who are in good standing in the constituent organizations who have paid the convention fee.
- (b) Associate Members shall be those engaged in educational work in the Province of Alberta, who have paid the annual convention fee.

**Article 4.—Annual Convention.** The Annual Convention shall be organized and conducted by the Executive of the Federation and it shall consist of (a) General Sessions (b) Sessions of the various federated bodies.

All convention officials shall be appointed by the Executive. Voting power in the general sessions shall be restricted to Members as herein defined.

**Article 5.—Executive Committee.** The Executive Committee of the Federation shall consist of:

- (a) Two members elected by the Alberta Public School Inspectors' Association.
- (b) Two members elected by the Alberta Normal School Instructors' Association.
- (c) The Executive Council of the Alberta Teachers' Alliance, Inc.

**Article 6.—Rules:** All general sessions of the Federation shall be conducted in accordance with "Bourinot's Rules of Procedure for Public Meetings."

**Article 7.—Officers.** The Executive Committee of the Federation shall choose and appoint the officers of the Federation from their own membership.

The Officers of the Federation shall be the Officers of the convention and shall consist of President, Convention Chairman and Secretary-Treasurer.

**Article 8.—The Annual Convention fee** shall be determined by the Executive.

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## OUR TEACHERS' HELPS DEPARTMENT

### OUTLINES FOR SEPTEMBER

(Through the courtesy of the Calgary School Board)

#### GRADE I

##### Reading

It is suggested that the first twenty-five or thirty pages be read in at least two readers before starting the Canadian Primer and finishing it. This time when the vocabulary is not heavy should be utilized for setting a habit of thought reading, and the greatest care should be taken to avoid any word-saying in the reading lessons. This preliminary easy reading may take until Christmas if the class is not well advanced; but, regardless of time, steady progress should be made along the lines suggested.

##### Language

Aim in oral work:

(a) To secure two statements about some concrete object, when same object is either present or not present.

(b) To develop a simple expression of opinion on some subject. Correlate here with Citizenship, Nature Study or Hygiene.

**Games:** "Who is it?" Answers—"It is I, he, she, etc."

Study polite use of "I", as, Alice and I are going.

**Pictures:** Continue study of these.

**Dramatization:** At least one story of the month, and one rhyme.

**Stories:** Billy Goat's Gruff; Chicken Little, Black Sambo; Thanksgiving Stories.

##### Memorization

Polly Flinders; Simple Simon; Firs Few pages of the Canadian Reader.

##### Arithmetic

Counting to 50. Grouping of 4, 5. Group recognition of 8, 9, 10. Making of all symbols from 0 to 10. Form in this work should be carefully watched now before a poor style of figures has become a habit with the child. Numbers before and after any number to nineteen. Oral only.

##### Hygiene

Especial study of the teeth; their care and importance. Foods which build good teeth; foods or habits which are destructive to teeth. Outdoor play—its value; good sportsmanship.

##### Citizenship

Community spirit in work and play. Thanksgiving. Helpers and non-helpers in a school room.

##### Nature Study

**Birds:** Their warm covering; flight; flocking; twittering. Bird activities. Feeding the winter birds.

**Animals:** Kitty; her naughtiness in chasing birds. The dog; playmate; stories about dogs. The rabbit; stories and talks. Cow, horse; different calls of these animals. Names of baby animals—as a baby horse is called a colt, etc.

#### GRADE II

##### Reading and Literature

(a) **Reading**—(1) The Jackal and the Alligator. (2) The Reason Why. (3) The Sandman. (4) The Water and the Pitcher. (5) Supplementary Reader.

(b) **Literature and Memorization**—(1) Putting the World to Bed. (2) The Wind (R. L. S.)

(c) **Stories for Telling**—(1) David and Goliath. (2) The Hare and the Tortoise.

##### Language

A. Oral Topics—A snowball Fight. Where is the Gopher Gone? The Traffic Policeman. The Postman.

B. Single sentences, written, aiming at the use of simple descriptive words, such as little, pretty, red, long, etc. Teach the use of capitals for names of persons and Places.

C. **Vocabulary Building**—Review systematically: Long sound of a, ai, ay; long e, ee, ea, y; long i, y (in short words without a vowel as cry) ie; long o, oe, oa; long u, ue, ew.

##### Citizenship

**First Week**—Use of rubbers and warmer clothing. Ways of avoiding colds. Use of precautions to protect others if you have a cold or other disease. Talks on diet in health and in sickness.

**Second Week**—Shorter evenings, bedtime stories, talks on use of artificial light when reading. Discussions on time to go to bed and why.

**Third Week**—Discussions on nature's way of caring for plants in winter. Teach child care and tenderness to all plants including those in schoolroom. Thanksgiving for God's goodness in care and food, etc.

**Fourth Week**—Trees, summer and winter. Show how good care in summer helps them for winter. Boulevard trees need of them. These are friends and should be treated as such. Talks on maple trees and maple sugar as related to food storage in trees during winter.

##### Arithmetic

Teach addition and subtraction facts,  

$$\begin{array}{r} 6 \ 16 \ 7 \ 7 \ 8 \ 18 \ 9 \ 9 \ 12 \\ 6 \ 6 \ 7 \ 17 \ 8 \ 8 \ 9 \ 19; -6 \text{ etc.} \end{array}$$

Column addition to 29 with the new endings included. Teach  $\frac{1}{2}$  and  $\frac{1}{4}$  in reference to objects and numbers. Teach time—the hour, half hour and quarter hour. Counting by 2's and 4's to 30. Counting in any hundred by 1's. Continue occasional use of such questions as,  
 $9+9+2=5-3$ .

Continue oral problems in addition, subtraction, and using  $\frac{1}{2}$ .

##### Nature Study

Use calendar from day to day, marking direction of the wind, rain, snow or sunshine.

1. Study of trees—(a) Parts of trees.—See Course. (b) How trees prepare for winter.

2. Domestic Animals and their preparation for winter.—See Course. 3. Pets—What the pets think about owners.

Humane stories about these. 5. Migration of birds—Reasons (Scarcity of food). How the birds get ready. Which birds migrate? Which birds do not? Recognition of the birds belonging to each group. Birds that do not migrate: Chickadee, Junco, Snow-bunting, Magpie, Sparrows, etc.

##### Physiology and Hygiene

**1st week**—Habits—Table manners—wash before eating always.

**2nd week**—Habits (cont'd)—Eat at regular times; chew food well; have pleasant conversation at the table.

**3rd week**—Poster.

**4th week**—Milk—(a) Value for growth, stronger bones better teeth, stronger muscles. (b) Drink milk regularly at meal times. (c) Ways of having milk—in cocoa, porridge, puddings and soups.

##### Reading and Literature

Silent—A Young Hero. Flight of the Thrushes.

Oral—The Scarecrow. The Ploughman. The Powder Monkey. The Golden Touch.

Story Telling—How the Whale got his Throat.

Memory—The Lobster Quadrille. The Night Wind. The Rock-a-by Lady.

Dramatization—The Rabbit's Trick.

##### Language

(a) **Oral**—Thanksgiving Day; How We Play on a Stormy Day; My New Suit; My Best Friend; Jack Frost.

(b) **Formal**—Friendly letter. Abbreviations for yard, foot, inch. Drill, oral and written, on may, can; broke, broken; write, wrote, written; were, where; they are, there are. Write two original sentences on a given topic after oral discussion.

(c) **Vocabulary Building**—Practice in adding tion, able, ly, ful, such as beautiful. Pronunciation practice; have to, ought to, want to, should have, John and I must starve, etc.

##### Hygiene

Essential foods for children—milk, fruit, vegetables, etc. What to eat for sound teeth, rosy cheeks, etc.

##### Citizenship

Community life.

(a) Recognize good qualities in representatives of other nations and races (in child's neighborhood), teach good fellowship among all classes—good sportsmanship in games—fairplay in work or sport.

(b) Thanksgiving and Armistice Days—connection with harvesting. Combination of the two days.

(c) **Stories:**

1. The Story of the First Corn—For the Children's Hour. 2. Ruth and Naomi—For the Children's Hour.

3. Madeline de Vercheres. 4. Sir Galahad.

##### Arithmetic

1. Teach 2 and 4 times table. 2. More rapid addition and subtraction, and daily accuracy tests in addition and subtraction. 3. Introduce fractions,  $\frac{1}{10}$ ,  $\frac{1}{5}$ ,  $\frac{1}{2}$ .

4. Counting by 4's, 5's and 6's. 5. Teach Arabic notation to 50,000, and Roman notation to 50. 6. Teach yard, foot and inch.

**Nature Study**

In connection with plants' preparation for winter see "Babybuds Winter Clothes" in *The Child's World* by Emilie poulssen.

**GRADE IV****Reading and Literature**

Silent Reading—The Boy Hero. Edith Cavell.

Oral Reading—A Hindu Fable. Alice and the White Queen.

Literature—Knights of the Silver Shield. Sir Humphrey Gilbert.

Memory Work—Canada! Maple Land! The Eagle.

Story—The Quest of the Hammer.

**Language**

A. Formal lessons on use of Dictionary. B. Use of quotation marks. C. Use of Autobiography in oral and written composition.

**Arithmetic**

Begin multiplication by two and three figures checking same by reversing multiplier and multiplicand. Teach denominate numbers in pints, quarts, gallons, pecks and bushels, and give problems in same. Teach notation to include millions. Roman Numerals as required for dates. Stress rapid calculation in the four fundamental rules.

**Spelling**

Remaining 70 words—First term list. Memory Work Spelling.

**History and Citizenship Talks**

Justice—to others. Not to spread infection—quarantine. Justification for restraint and punishment—in home, school and city. Thanksgiving Day. Story of First Thanksgiving Day in America. Compare that first celebration with how we celebrate. Armistice Day.

**Nature Study**

Animal Life—Detailed study of rabbit and fox.

Bird Life—Detailed study of wild duck, wild goose, prairie chicken, Hungarian Partridge, grouse, hawk, crow.

**Hygiene**

Other foods: Milk—(a) Value—growth, stronger bones, better teeth, bigger muscles. (b) Drinking milk regularly at mealtimes; buying milk at school to drink between meals. (c) Ways of having milk—cocoa, porridge, pudding, soups. Importance of a good breakfast, hot cereals. Candies—best kinds, small quantities, after meals.

**Geography**

**Life in a Congo Village:** people who live in a hot, wet country. (1) Location of Central Africa on the globe; direction; distance in point of time; mode of travel; life on shipboard. (2) The journey up the Congo; sights seen along the river; appearance of the people. (3) Village Life: (a) The trip through the forest to the village. (b) Homes of the people. (c) Getting food. (d) Some interesting plants and animals of the region. (e) Occupation of boys and girls. (Correlate with Citizenship—David Livingstone. Correlate with Silent Reading—An Explorer's Boyhood.)

**Desert Life—The Bedouin Arabs.** (1) Journey to Arabia—location of Arabia on globe, etc. (2) Appearance of desert; travel by camel caravan; camel's fitness for desert. (3) The Bedouins: (a) Their dress. (b) Their homes. (c) Food supply. (d) Occupation of men and women. (e) Bedouin hospitality. (f) Why the Bedouins are nomads. (g) Comparison with people of Congo. (4) Visit to an Oasis Town. (a) Description of gardens; growing of dates. (b) Description of houses, shops, and life in an oasis town.

**GRADE V****Reading and Literature**

Oral Reading—Ye Mariners of England. Silent Reading—Up the Ottawa River. Literature—The Charge of the Light Brigade. Story Telling—St. George and the Dragon.

**Memory Work**

The Old Grey Squirrel—Noyes. Ye Mariners of England—Fourth Reader. November—Reader. Abou Ben Adhem—Leigh Hunt. See Grade VII Literature Text.

**Spelling**

Remaining words of first term list. Words from Memory Selection and any new words from other subjects.

**Citizenship**

**November and December:** A sense of personal honor exhibited in absolute fidelity to a trust and a healthy regard for one's reputation.

**Arithmetic**

1. Grains and vegetables—Oats, wheat, barley, flax, rye, potatoes, etc. 2. Bills and accounts. 3 Simple Fractions—Problems.

**Hygiene**

The Bones and Joints—1. Value of exercise and sunshine. 2. Harmful effects of tight clothing and heavy lifting (deformities). 3. Joints—kinds of joints. 4. Structure of joints.

**Geography****Half of November and December:**

1. North America—A general study—Size and population. General shape; main axis. Coastal features—Islands and indentations. Rivers and Lakes. National subdivisions. 2. Latitude of large commercial centres in the Northern Hemisphere.

**GRADE VI****Language**

A. Business Letters. Text page 59. B. Vocabulary work. C. Prefixes of Course taught. Course, page 75. D. Direct and Indirect Narration. Text, pages 74 and 99.

**Spelling**

65 words: 65 words supplementary—"braid" to "hasn't"

**Reading and Literature**

Literature—Doubting Castle. Dickens in Camp.

Memorization—Choice of. The Maple Leaf. Spires of Oxford. Rule Britannia. The Song My Paddle Sings.

Oral Reading—Oliver Cromwell.

Silent Reading—The Hall of Cedric.

Story Telling—Daniel and David.

**Grammar**

(a) Name Words—Suggested Exercises: (1) Exercises selecting nouns. (2) Fill in blanks with nouns. (3) Nouns suggested by such words as: sober, poor, absurd, free, etc. (b) Nouns which express one and more than one.

(c) Nouns which express male and female—Suggested Exercises: (1) Changing from singular to plural in sentences and vice versa. (2) Changing gender of nouns in sentences.

**History**

The Crusaders—Show the influence of the Christian Church during these early centuries. A central unifying idea on the religious sentiment for the Holy Land. The People's Crusade—Peter the Hermit. Crusades—the earliest international enterprise organized by the princes of various European lands. (a) The religious motive. (b) The trade motive. The Norman a dominant factor. Richard I and Saladin, romantic figures. It is the meeting of the East with the West—Travel means Education—Trade results. Read "The Talisman" and "Richard the Lion Heart". Stephen Langton—The Church and the barons unite to assert their right, goaded by the oppression of King John. Result—The Great Charter.

**Arithmetic**

Fractions—(a) Factors, multiples, cancellation. (b) Tests for divisibility by 2, 3, etc. (c) Common divisor; G.C.M. or H.C.F. (d) Common multiple; L.C.M. (e) Reading and writing fractions. (f) Reduction of fractions.

**Nature Study**

1. Two of the following animals: Rabbit, Coyote, Squirrel, Bat. 2. One bird: Snipe, Grebe or Woodpecker.

**Hygiene**

**November 16th to December 23rd:** Excretory System—four lessons.

**Geography**

Canadian Shield and St. Lawrence Lowlands with detailed study of Ontario and Quebec.

**GRADE VII****Language**

1. Oral—See "Imagination Exercise", page 115, in text. 2. Suffixes and Prefixes. See Course of Study, page 79. 3. Direct Narration. See text, exercise 5, page 115, and exercise 16, page 99. 4. The Explanatory Paragraph. See text, page 112. 5. Review the three types of arrangements stressing characteristics of each. Written exercise on the above.

**Grammar**

Detailed Analysis (continued)—(1) Completion of Predicate by means of Object and Complement. (2) Enlargement of Object or Complement. 3. Enlargement of Subject by means of Clause. (4) Enlargement of Predicate by means of Clause.

**History**

Stuart England. 1603-1714. (a) The Views of James I on monarchy. (b) Religious Problems of James. (c) Charles I—his policy. (1) Stafford, Laud, Hampden. (2) Long Parliament. (d) The Great Rebellion.

**Physiology and Hygiene**

(1) The Ear—The outer, middle and inner ear; how sound waves are collected and carried through to the auditory nerve; the importance of the sense of hearing. Cause

of an ear-ache—How disease germs are carried up the Eustachian Tube to the Middle Ear. Pressure from pus forming here often breaks the drum membrane, causing a running ear. Danger of a running ear—Cause of deafness—effect of diseased adenoids and tonsils on the ear—effect of scarlet fever, measles and diphtheria. Never put sharp objects in the ear—how to remove a foreign body from the ear. (2) Sense of Smell, Taste, Touch—General idea as to location and how we get these impressions. The importance of these senses—how they may be injured.

#### Arithmetic

Decimals—Multiplication and division with problems.

#### Spelling

(a) Complete First Term Words. (b) Words often confused—4 pairs each week. (c) New words from other subjects.

#### GRADE VIII

##### History

Sections 4 and 5, Course of Studies.

##### Civics

November and December: Section (6) Course of Studies.

##### Literature and Reading

A. The Italian in England. The Birds of Killingworth. Let Us Now Praise Famous Men. B. For Remembrance. C. Bob Acre's Duel. D. The Country Boy's Creed. A Face.

##### Grammar

Parts of Speech: Classification and inflection for:—  
(a) Nouns; (b) Pronouns; (c) Verbs.

##### Physiology and Hygiene

November and December: Foods:

Body Builders—the protein foods. Energy Givers—fats, carbohydrates. Mineral Matter—Its importance in the body. Body Regulations—foods for vitamins, for roughage. Choosing a well balanced diet—plan menus. Care of foods.

Government Inspection of Foods:

Pure Food Law. Pasteurization of Milk. Government testing of cows for tuberculosis.

##### Arithmetic

The circle, rectangular solids (volume and surface area)

##### Geography

November 15 and December: British Empire in Asia.

## Classroom Hints

### Grade IV Silent Reading

#### The Beavers

Exercise I. Here is an exercise made out by Miss Fisher and used in the Calgary City Outlines—it does full justice to the language element of the story.

(1) On pg. 55, you will find many words that tell about water and what it does. Write them on your book. (2) On pg. 55 you will find the names of different parts of the Beaver's house. Write these on your books. Cross out one part that we do not have in our houses. (3) On pg. 56, you will find three words that tell of sound. Write them. Mark one word of these three that has a silent letter. (4) The beavers are very busy little animals. On pg. 56 you will find many words which tell of their activities. Make a list of these.

Exercise II. (1) Read the story of "The Beavers" throughout. (2) Turn to the picture on pg. 57. Put an "X" beside the homes of the beavers. (3) Mark any part of the story that proves the beaver to be a tidy housekeeper. (To teacher: have pupils read these parts aloud for oral reading practice during class period). (4) Think of the answer to this question for class: Why, when the beaver is such a tidy little animal, should his home look so untidy? (5) Put two "X's" beside the dam in the picture. (6) Make a list of what the beaver uses in building his dam. (7) Look at the beaver himself. Then copy this on the books. Fill in (2) and (3).

The beaver has

- (1) Webbed feet
- (2)
- (3)

Why

To help him to swim well

(8) Mark any part in your books that proves the beaver is a wise animal. (9) Think of as many reasons as you can for the beaver being a good choice as Canada's

national emblem. (Be prepared to discuss in class). (To teacher: this exercise seeks to stimulate thought; the story also offers possibility for diagramming or drawing if you spend a few moments explaining the character of diagramming).

#### Composition

First lesson on the apostrophe.

A. Introduction: Teacher—I want to tell you of a mark made this way ' that you see sometimes in written words, eg. John's hat; didn't; couldn't, etc. If I am talking to you very carefully and slowly, I might say, "I did not get to school very much before nine this morning because the roads were bad". But people often talk much more quickly than that. Then they say, "I didn't get to school . . . ." If you were to write those sentences, you would write did not, but in the second, when you are talking quickly you run the two words together and actually leave out a letter, because you are talking so fast, "didn't". Is there any letter left out of "did" in the word "didn't"? Is there any letter left out of "not"? Then it is written this way: "didn't" (blackboard) with the two words run together and this mark ' where the letter is omitted. The mark is called an apostrophe.

Second example. "I cannot teach a lesson to one grade, if another is being noisy at its work." Did you hear any word in that sentence that is sometimes said more quickly and so shortened? Write it on the blackboard as I say it now—"cannot". Say the shortened word. What letter is left out? How will it be written then?

B. Write these two words as one: is not; are not; could not; have not; it is. Here are two words that do not shorten in just the way that the others do: "will not"—won't.

C. All of these shortened forms are correct to use. People have used them so much that they have got to be what is called good usage. You will find these words in the Oxford Dictionary. But here is one that you sometimes hear that you won't find in the dictionary, ain't.

You say, "I am not going to town tomorrow". You do not say "I ain't going to town tomorrow." That word has never got to be good usage. Perhaps that is because it doesn't sound well.

D. Sometimes there are two letters left out when words are run together. You say, "I've finished my Arithmetic." Can you find the one word in that sentence that is made up of two? What two letters have been omitted? "You'll find the split wood behind the school", etc.

E. Write the underlined words as one word. Then you will have them written as they were in the passage from which they were taken.

1. Oh! it is quiet down here. 2. There is a fairy at the bottom of our garden.

3. Up the airy mountain  
Down the rushy glen,

We dare not go a-hunting  
For fear of little men.

4. All the king's horses and all the king's men could not pick Humpty-Dumpty up again.

5. Cannot curl, but can swim,  
Slow-Solid, that is him!

Curls up, but cannot swim—

Slickly-Prickly, that is him!

6. And ever since that day, O Best Beloved, all the Elephants you will ever see, besides all those that you will not, have trunks precisely like the trunk of the 'satiabie Elephant's child. (Are you curious about the other apostrophes?).

7. Kiddies and grown-ups too-oo-oo

If we have not enough to do-oo-oo

We get the hump—

Camellious hump—

The hump that is black and blue!

8. The Dairymaid

She curtsied,

And went and told

The Alderney:

"Do not forget the butter for  
The Royal slice of bread."

The Alderney

Said sleepily

"You had better tell

His Majesty

That many people nowadays

Like marmalade

Instead."

(How many of these passages did you recognize?)

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In Exercises 7 and 8 for example, which sounds the better, the form of the exercise or the form you have written?).

#### Grade IV History Talks Early Days in Alberta

Lately we have been hearing a great deal about the north of our province. Have you heard people talking about Great Bear Lake? Do you know why we hear so much about it? There is another reason why we should know more about the north than we did a few years ago and that is that the aeroplanes are constantly making trips there and people like to hear and read about these trips. So the north of Alberta is very important to us just now, and in the early days of Alberta it was important too, although not for the same reason as now-a-days. Then the northern half of the province was the great paradise of the fur trader. Edmonton was Fort Edmonton then. Have you ever heard of Fort Chipewyan? Do you know where it is? (Teacher describe in terms of places known). That was another important fur trading post. If you look at a map of Alberta you will find the rivers and lakes of the North settled with places whose names are all Fort this or that; Fort Vermilion, Fort Dunvegan, Fort Resolution, Fort Providence, Fort Smith, Fort Simpson, Fort Norman, etc. These were all fur trading forts. If you should happen to go to any one of them you would find one main building with these letters painted on the roof: H.B.C. Have you any idea what these letters stand for? What sort of business went on inside those buildings, do you suppose? It is hard for us to imagine now the life that some of those traders lived. There are things now that make life happier in lonely places. What are these? But in the early days there was no radio and no aeroplane. The only company that many a trader had was an Indian or two. Then in the spring came the Indian trappers with their canoe loads of furs, for all these forts were located on lakes and rivers. During the summer, too, came the supplies for the store and for living during the year from Fort Garry or Winnipeg now. It took the whole summer to go from Winnipeg to Edmonton and back, by boat. The boats then used were called "York" boats. (Bruce "The Remarkable History of the Hudson's Bay Company"—"Each of these boats would carry three or four tons of freight, and was manned by nine men, one of them being steersman, the remainder men for the oar . . . . The boat's crew was under the command of the steersman, who sat on a raised platform in the stern of the boat. At the portages it was the part of the steersman to raise each 'piece' from the ground and place two of them on the back of each tripman, to be held in place by the 'portage strap' on the forehead. One of the eight tripmen was known as the 'bowsman'. In running rapids he stood at the bow and with a light pole directed the boat, giving information by word and sign to the steersman. The position of less responsibility, though of great toil, was that of the 'middlesmen' or rowers. When a breeze blew a sail hoisted in the boat lightened their labours . . . . The frequent transshipments required in these long and dangerous routes led to the secure packing of bales, of about one hundred pounds each, each of them being called an 'inland piece'. Seventy-five made up the cargo of a York boat. The skill with which these boats could be laden was surprising. A good half-breed crew of nine men was able to load a boat and pack the pieces securely in five minutes."

You can imagine the excitement in Edmonton when the York boats would arrive!

There was another way that supplies would reach Edmonton from Fort Garry and that was by what was known as the "Red River" Cart, two wheeled carts that came creaking out across the prairies, made entirely of wood and drawn by oxen or ponies. It is said that you could hear the noise of the Red River Cart train a mile away. Have you ever heard the word "Shagganappi"? I believe it was the name given to the roughly tanned ox-hide harness. Then later the ponies were called "shagganappi ponies". These carts did not travel alone. Can you think why? There might be a brigade of carts, ten carts in charge of three men or a train of carts, with five or six brigades, in charge of a guide. Just picture them all jogging along out across the prairies with the guide ahead herding the extra ponies or oxen, looking for a place to camp. During the winter the rivers and lakes froze over, the leaves fell from the trees, the snow fell, the thermometer dropped below zero and no one came to the fort for months at a time. Then life grew very monotonous and dull and lonely. There was a little reading, chiefly one year of newspapers, usually "The Montreal Gazette." Many of the fur traders kept diaries and wrote descriptions of the country around their forts. They went hunting and when there was luck there was a very

hearty dinner and when there was no luck there was little to be had to eat sometimes in the out-of-the-way forts. When George Simpson, later Governor of the Company, was a young clerk at Lake Athabasca, he wrote of his winter there: "At some seasons both Whites and Indians live in wasteful abundance on venison, buffalo meat, fish and game of all kinds, while at other times they are reduced to the last degree of hunger, often passing several days without food. In the year 1820 our provisions fell short at the establishment, and on two or three occasions I went for two or three whole days and nights without having a single morsel to swallow, but then again, I was one of a party of eleven men and one woman which discussed at one sitting meal no less than three ducks and twenty-two geese." Then sometimes during that long, lonely winter came the one winter mail, brought probably by a runner with a team of huskies, strong Eskimo dogs, wearing brightly coloured little blankets, their harness decorated with bells and ribbons. This one mail was called the "North-West Packet" that set out from Fort Garry on December 10th with letters and the annual file of "The Montreal Gazette"—or perhaps "The Times" or London for the larger posts where there would be a number of traders stationed, as at Fort Edmonton. It isn't any wonder that a number of the traders married Indian wives. Now-a-days when we see the big Hudson's Bay Company stores in Edmonton it is hard to think back to the times when all the store's supplies were brought in on carts or York boats to be traded to Indians, and when you see gloves and perfumes and Grape-fruit on the counters it is hard to remember that the store began with shelves of blankets, guns, flour and bacon.

#### Grade IV Geography Cotton

(a) Each pupil is to have a piece of scrap cotton for the lesson. Spend a few moments first of all talking about the different cottons that they have brought: calico, print, duck, canvas, etc., and what each has been used for at home, for example, dresses, sheets, overalls, etc.

(b) Ask the pupils to unravel some threads from the end of the bit of cotton. It leaves a fringe of ends sticking straight out. How many sets of threads would you then say there were? Have pupil draw on the blackboard lines representing the way the cotton threads run and then put other threads on the top of them running in the opposite direction (demonstrating that they won't hold together and make cotton). If you use a pin or pen-nib to unravel a thread slowly, you will see why they do hold together. In the making of cotton there are machines that weave these threads together like this and do it very quickly. I can show you something of how the machine works. Teacher puts her hands together with fingers interlacing as though to play "This is the church and this is the steeple" but with fingers sticking out instead of in, as they must be when representing "the people". Have a pupil place a piece of string in the trough between the fingers and then withdraw the hands from their interlaced position. This will show a piece of string then woven in and out of each finger and illustrates the general principle of weaving.

(c) But the question then is: Where do these threads come from? Look at one of the little threads closely. Do you see anything sticking out from the thread? Before the cotton got to be a thread it was a mass of these fluffy hairs or fibres that a machine spun into one long thread.

(d) Now we have got back to the cotton plant itself. It is a bush that flowers and then has a seed pod, which, when it opens, shows a lot of seeds with these little fibres attached to each seed. This fluff with the seeds attached is what the darkie cotton pickers gather into big baskets during August, September and October. Then the seeds with their fluff attached are taken to a mill where the seed and fluff are separated. You know what a clothes-wringer looks like and how when you put wet clothes between the rollers the rollers turn and squeeze out the water and the clothes come out on the other side with very little water in them. That is the way this mill works with the cotton and its seed. The fluff and seed are fed to the rollers but the seed can't go through and only the fluff comes out on the other side.

(e) Do you know where this cotton plant grows? How long does it take wheat to ripen and mature? It takes the cotton plant seven months. Could we grow it here in Alberta? Why not?

#### Grade V Composition

##### Some Paragraphs for Study of Unity of Structure

1. In northern England Hallowe'en was also known as "Nut Crack Night", because people gathered not only to crack and eat the nuts of the season's harvest, but also to



use them as a means of prophesying love affairs. Nut Kernels, named for people, were placed in the fire. If the Kernel jumped from the fire the lover designated by it was unfaithful; if it smouldered then the person had only a mild regard for the one making the test; but if it blazed brightly this was a symbol of true love and devotion. (Geographic News Bulletin, October 26, 1932).

II. They seat the sleeping faun on an old pedestal against the sea wall, among a struggling growth of rusty wall-flowers and sea-lavender, under the window of Launce's room and the gun-room. The boy would waken in the moonlight and watch the other boy asleep in the gusts of the night. Sometimes the waves would cover the flat beach almost to the bounds of the garden; and then in the early morning Launce would go and clear the little faun of dried weed and sand, and the bitter salt crusting of the sea. He begged a hardy rose of the gardener, and planted it at the faun's head, but the wind uprooted it. (The sleeping Faun—Marjorie Pickthall).

III. It was a very still place they had entered, though it hummed and shook to the thunder along the reefs. The air of the cave was calm, and it seemed to be hung with strange green water-shadows and reflections of the deep. The pool that flooded it was calm. The rock beneath the calm pool was covered with a rose-red encrustment, blotched with scarlet, hung with mauve and bronze weeds, and starred with living flowers as green as emerald. Huge crabs, noduled with purple and crimson, moved with the undulations of the sea. (The Saga of Kivetchel—Marjorie Pickthall).

#### Grade V Citizenship

##### Scrap Books of Various Kinds

It might interest the children to know that Marjorie Pickthall was a scrap-book maker, and that she began as a little girl. Not only did these scrap books include her own verses and stories but she illustrated these with pen and ink drawings and water colour sketches. When she was thirteen she made one of these booklets for her father which included the story of "Cocky" which begins:

He was a very small specimen of a bantam cock. The only large thing about him, in fact, was his idea of his own importance; for he was undisputed king of the barnyard. He was extremely fond of his meals, and he also had a patronizing affection for Sally, the farmer's pretty daughter. He used to rouse his wife to fury by remarking, "My dear, if Sally had been a hen, I would have married her myself." Perhaps one or two of the children could be interested in making attempts at original writing.

Marjorie Pickthall also collected verse and prose from other authors and this scrap book she called "From many Sources". Lorne Pierce in his "Book of Remembrance" uses some of her treasured bits as chapter headings and she herself took the title of one of her books "Drift of Pinions" from a poem of Francis Thompson which had found a place in her scrap book:

"The drift of pinions, would we hearken  
Beats at our own clay-shuttered doors."

Perhaps some of your children with a taste for literature would enjoy making collections of what had appealed to them for their reading. In one rural school the teacher put five bits of literature on the blackboard as model for seat-work practice in writing. It quite obviously lent colour to the writing practice and some of the selections were stored away by the children, although their writing books were scrap books in themselves.

Marjorie Pickthall also made collections of photographs in her case, as an aid towards descriptive writing, but an interesting pursuit in itself, and she made as well careful drawings and water colour reproductions of flowers, plants, butterflies and insects as an outlet for her delight in form and colour. Would this description from one of her diaries make good paragraph study?

"The moths you see here are really, exquisite. Some of the small ones are actually gold and silver, and gleam like bits of moonlight. Then there are the big, heavy milk-whites and the ordinary silvery-brown millers; one especially lovely one, I saw, exactly resembles a piece of rotten wood. It was a rich, dark brown with dull black pattern, and all over its wings were sharply-defined pale green spots—exactly like the funny little fungus growth so often found on wood. There was one tiny little white one with a distinct rose-pink tinge, and another, about half an inch across, bright brown, with yellow 'new moons' all over it. Moths are not so showy as butterflies, but they are quite as lovely."

#### Grade V Literature

##### The Song My Paddle Sings

Do justice to the rise and fall of the song of the paddle. The poem begins so quickly. Idea, rhythm and word sound

combine to produce this effect. Get the children to help you find words and lines that soothe and lull.

At the beginning of the third stanza the movement of the lines quickens as does the current of the river; the words are short and staccato. Questions such as the following may help the pupil realize the development of the melody: Does the paddle sing the same type of song or melody throughout the poem? Why does it change? How would you describe the music of the third stanza? Find words that make you hear the water flipping up into little waves as the current increases.

Fourth Stanza. And now we are nearing the rapids. How would you describe the song of the paddle now? How does Pauline Johnson make you hear those rapids? Notice all the words she uses to tell us about the movement of the water.

Sixth Stanza. Then listen to the last stanza. What a very quiet melody. Why so? I wonder if you would have liked the poem to close at the end of the stanza beginning "Be strong, O Paddle, be brave, canoe!"

The poem is full of beautiful pictures. Reread trying to see these. What line would you select as giving you a picture you enjoy?

#### Grade VI Silent Reading

##### The Hall of Cedric

Suggestion for Blackboard or mimeographed directions:

(1) Read through the entire selection. Try to see the scene as you read. Sir Walter Scott has given you a chance to picture the life of Anglo-Saxon times. Use your dictionaries freely. (2) This selection falls into clearly marked divisions. The first you might call "The description of the Hall itself." Continue with the outline. (3) This description would be the sort of thing a movie director would need in order to construct a scene for an Anglo-Saxon picture. Make a diagram of the hall and its properties that would provide a key to the whole setting. (4) Make a quick sketch of a figure to represent Cedric (without drawing in the head) which would indicate his costume and his colouring. (5) Sir Walter Scott was very fond of dogs. Could you get any partial proof of this from this passage? (6) Which are the figures of the Prior and the Knight-Templar in the picture? Be able to prove your choice. (7) Make a list of the eatables of the feast. What would add or subtract to make it a present day dinner. Make a list of the things you would like about Anglo-Saxon life and another of those you would not.

#### Grade VII Canadian Book Week

There is an excellent little pamphlet written by Lorne Pierce on the English Canadian Literature 1881-1932 that gives an interesting resume of English Canadian authors of any note. My little copy has no indication of the publisher but it might be obtained through the Ryerson Press of which Dr Pierce is Editor. Among the poets you might suggest the reading of some of Roberts, shall we say "The Flight of the Geese" which, I think, would attract children of the prairie; Carman "A Vagabond Song" — There is something in the Autumn that is native to my blood—and "In Gold Lacquer;" Duncan Campbell Scott, "The Forsaken;" Archibald Lampman, "The Railway Station;" Marjorie Pickthall, "St. Yves Poor;" E. J. Pratt, "The Shark;" Wilson Macdonald, "Whist-Whew". Dr. Pierce ranks Annie Charlotte Dalton very high as a poetess, but unfortunately I can give you only the titles of her books "The Amber Riders" and "The Neighing North".

For plays Dr. Pierce ranks Merrill Davison first; "The Unheroic North" and "Henry Hudson and Other Plays".

"Selected Stories from Canadian Prose" will give you some good bits of prose. Don't miss "The Fruits of Toil".

#### Grade VIII Literature

##### Belshazzar's Feast

Suggestions for teaching.

A. Assign the reading of the first four chapters of Daniel previous to teaching the lesson.

B. Introduction preliminary to reading the selection. (For further study of this type of attack see Hayward: "Lessons in Appreciation").

Teacher: Our study is "Belshazzar's Feast", a most interesting story from the book of Daniel—a piece of Jewish and Babylonian history. Before we read and study it, I want to talk to you a little bit about "History". We said this story was a piece of history. Now you have been studying history for several years and must have a fairly good notion of what it is. Think a moment. What is history? (Time for discussion). It is true it tells us of people and events that happened some years ago. Have you noticed that we seem to know more about some parts or history and less about others? Could you think of a period of British

history that we do not seem to know very much about? Of a time when we seem to have quite accurate information? Why should there be that difference? (During later periods fully, fairly accurate accounts of events were recorded as they happened). Have you read of any British King around whom stories have grown up that no one thinks of as being true? (Arthur). Why should there be so much story about Arthur that cannot be regarded as strictly true, when there is very little told about Queen Victoria, shall we say, that cannot be thought of as largely true? (length of time ago; no accurate records kept). Yes, and people then weren't so scientific as they are now and would be readier to believe in "magic" than they are now. (Hence Merlin, the magician, the Lady of the Lake, etc.).

Let us come to the story of Belshazzar. He lived between 600 and 500 B.C. What does B.C. mean? Can you give me any important B.C. date in the history you have studied? Now Arthur was much later you will remember. He lived about the time of the Anglo-Saxon invasion, somewhere between 400 and 500 A.D. and yet although he lived more recently than Belshazzar, what amazing tales have grown up about him? (See Dr. Broadus' "The Story of English Literature" pp. 17—"There probably was a real Arthur to start with—a good fighting man who got his men together and managed for a while to stave off the attacks of the Anglo-Saxons . . . . But the Celts were a myth-making people. They had a way of building up their stories and adding marvels to them, as they passed on from generation to generation." This is what happened to the story of Arthur, etc.). This story of Belshazzar was not written during his life but 400 years after he died, and so you might expect some mistakes in the telling and some rather marvellous things happening. There is one little mistake on the very first page that we happen to know about, where it speaks of Belshazzar's father. . . . Nebuchadnezzar is meant, but Nebuchadnezzar was really Belshazzar's grandfather, as historians have lately learned from inscriptions on tombs. You will find that little mistake pointed out by your notes, pg. 95. The marvellous element of the story we shall meet when we read, and it is difficult for us now to say how much of it is strictly true.

You ought to know this too before you read. Belshazzar was a King of Babylon. Find the country on your maps. (Or teacher draw outline map on blackboard showing Isreal and Babylon). Did you find from the first four chapters what Daniel was? Was he a Babylonian? In whose reign did he come to Babylon? What else did Nebuchadnezzar carry off from Jerusalem? What type of King had Nebuchadnezzar been? In what way had God punished him? Now although Nebuchadnezzar and Belshazzar were Babylonian kings, this story was not written by a Babylonian, as you might expect, but by a very patriotic Israelite. Do you know whether the Israelites and the Babylonians were friends? Now an Israelite writing of a Babylonian King might not put him in the best possible light. We'll see. Remember this while we read the story that the author was writing at a time when Isreal was in national peril and his object was to glorify Isreal and deepen faith in God and his own country.

C. Discussion following the reading or during the reading might then relate to: (a) Some attempt to reconstruct the Oriental splendor of the scene—the thousand guests, the probable colorful garments (since they clothed Daniel in scarlet), the beautiful vessels, the candle light, Belshazzar seated in a place of honour, etc.

(b) The story: 1. Belshazzar, drunk with power and the excitement of the great feast, calls for the vessels from the temple of Jerusalem, deliberately flaunting his human strength in the face of the Divine. 2 Suddenly in the midst of the feasting and laughter a hand appears silently and writes on the wall, where evidently the light of candlesticks will show the mysterious writing plainly. Why should Belshazzar immediately have had such a sense of impending disaster even before the handwriting was interpreted?

3. There is a sense of finality and doom in the mere account of the words, "Mene, mene tekel, upharsin". 4. The story is told with the speed of the old balads. The swiftness of Belshazzar's doom is emphasized by its being told in one short sentence; "In the night . . . slain".

(c) The underlying idea: How did the author succeed in his purpose of glorifying God and his own country? Why should this story, once heard, be hard to forget?

(d) The English of the Bible is particularly fine. Note, for example, the rhythm of such a sentence as "O thou king . . . would he put down" (verses 18 and 19) and the variety of expression in such a sentence as "For as much as an excellent spirit . . . dissolving of doubt". (verse 12).

#### Grade VII Armistice Day and Grade VIII Silent Reading For Remembrance

This selection is neither to be regarded as a piece of work-type reading nor used as a test of speed, nor for practice in retaining material read. It is rather to be read and reread under the stimulus of thought-provoking questions. Decide why the selection is of significance and then turn the pupils' thoughts to that direction through the guidance of your questioning.

Preparation for Class Discussion. (Written answers are unnecessary if the pupils have become accustomed to such exercises and the taking part in discussion).

(1) Read the selection and notes throughout. (2) This is an exhortation to the people of Israel. By whom was it delivered? On what occasion? (3) Why did Moses feel his exhortation necessary? Can you think of two reasons? (4) Make a picture to yourself of the aged leader with his people gathered about him, giving them his solemn warning, pleading with them. Frame that warning in your own words in a sentence or two. (5) You will best appreciate the solemn rolling sentences if you imagine you actually hear Moses delivering them, and you will help your imagination if you practice reading them aloud. (6) Borrow a Fifth Reader and turn to Kipling's "Recessional". What ideas are to be found in both poem and Bible passage? (7) Why should this selection be suggested for study on Armistice Day?

For Detailed Study: The teacher could ask various members of the class to report the stories referred to in the notes and which are requisite as a background for this selection.

#### Grade VIII Composition "Thought Work"

An exercise designed to give training in gathering and organizing material.

The following skeleton outline is to be put on the blackboard:

Summary of Experiment to Show the Composition of Air

I. Equipment needed. (a) . . . . .  
(b) . . . . .  
(c) etc.

11. Experiment Itself:  
(a) . . . . .  
(b) . . . . .  
(c) . . . . .

#### III. Results:

During the lesson period the teacher performs the experiment as though for his own satisfaction, talks to himself while doing so. This soliloquy provides the information from which the pupils are to select in order to fill in the outline. The soliloquy would include the proposition: namely that it is said that air is chiefly composed of oxygen and nitrogen, about one-fifth of the former to four-fifths of the latter and that oxygen is the gas that helps things to burn and nitrogen the gas that acts as a blanket to prevent things burning too much. This task would also include an account of the equipment needed, a shadow pan nearly filled with water, an egg-cup, a candle, quart sealer, matches. The steps of the experiment include the placing of the egg-cup up side down in a pan of water using it to hold the candle, the lighting of the candle and the placing of the quart sealer over both candle and egg-cup with the open end down in the water of the pan. In time the candle will go out, having used up the oxygen in the jar, and the water to about one-fifth of the contents of the jar will have risen from the pan to take its place. N.B. This lesson would follow such preliminary work as the teacher's reading of material on the locusts (Geographic News Bulletin of April 4, 1932) paragraph, orally, by the pupil, and a lesson from mimeographed copies of the Isle of Man material (News Bulletin) read by the pupils themselves and reproduced a detail at a time and summarized.

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# The Alberta School Trustees' Magazine



OFFICIAL ORGAN ALBERTA SCHOOL TRUSTEES' ASSOCIATION  
Published on the First of Each Month



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## The A.S.T. Magazine

Editor: Mrs. A. H. Rogers, Fort Saskatchewan.

ADVISORY COMMITTEE: T. O. King, Dr. Staples, P. V. Burgard.

SUBSCRIPTION: To School Trustees, \$1.00 per annum.

Vol. II.

EDMONTON, OCTOBER, 1932

No. 7

### THE EDITOR'S CORNER

A letter in reply to that of "Landlady" in the last issue of *The A.S.T.A. Magazine* has been received but as it was unsigned it cannot be published until the writer furnishes the Editor with her name and address (not necessarily for publication). Anonymous contributions will not be published.

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The season for meetings of Trustees' Associations is almost here and the Editor would greatly appreciate a report of these covering the attendance, speakers, topics discussed and resolutions passed. All such reports should be addressed to Mrs. A. H. Rogers, Fort Saskatchewan, Alberta.

### THE ADMINISTRATION UNIT

While New Brunswick's educational system has kept pace with modern times in many respects, it is in the same position that it was sixty years ago in the matter of rural school districts as units of school administration, declared Dr. A. S. McFarlane, of Fredericton, N.B., Chief Superintendent of Education, in addressing the annual meeting of the St. John County Teachers' Institution at St. John, N.B. Adoption of the system in which the county would be the unit of administration for school purposes was advocated by Dr. McFarlane. Equalization of taxation and, above all, equal opportunity for every child, regardless of whether residing in the country or city, were two of the outstanding arguments advanced by Dr. McFarlane in favor of the larger unit.

### SIMPLICITY

I have grown to believe that the one thing worth aiming at is simplicity of heart and life; that the world is a very beautiful place; that congenial labor is the secret of happiness.

—A. F. Benson.

\*\*\*

I knew a charming little girl  
Who'd say, "Oh, see that flower,"  
Whenever in the garden  
Or woods she spent an hour.  
And sometimes she would listen,  
And say "Oh hear that bird,"  
Whenever in the forest  
Its clear, sweet note she heard.

But then I knew another—  
Much wiser, don't you think?—  
Who never called a bird a "bird,"  
But said "the bobolink,"  
Or "oriole" or "robin,"  
Or "wren," as it might be;  
She called them by their first names,  
So intimate was she.

And in the woods or garden  
She never picked a "flower,"  
But "anemones," hepaticas,"  
Or "crocus," by the hour.  
Both little girls loved birds and flowers,  
But one love was the best;  
I need not point the moral:  
I'm sure you see the rest.

For would it not be very queer,  
If when, perhaps, you came,  
Your parents had not thought worth while  
To give you any name?  
I think you would be quite upset,  
And feel your brain awhirl,  
If you were not "Matilda Ann,"  
But just "a little girl."

—A. W. Rollins.



## THE NEW SCHOOL YEAR

### Department of Public Health, Edmonton

At this season of the year every street and roadside echoes with the glad shouts of happy children trooping away to the glorious adventure of another school year.

He, who is not impressed by the sight of this great little army of the Albertans of tomorrow, must be an unimaginative individual indeed.

The future of Alberta will be in the hands of these boys and girls and the Province will prosper in direct proportion to the training they receive. If our children are to reach manhood and womanhood equipped for citizenship we must lay the childhood foundations well. A nation of men and women with sound, clean, well-trained minds and healthy bodies is bound to progress.

Each child has been supplied with a new outfit of clothes and books. His summer holiday in the out-of-doors has given him a reserve of stored-up energy and each day's experiences should and will be a delight, provided that the child retains his health.

Parents and teachers, School Boards and Local Boards of Health can all co-operate in providing an environment that will assure the child a fair chance in his school year.

Perhaps the greatest factor in loss of time and unhappiness in the school is sickness.

The Teachers' Bulletin issued by the Provincial Department of Health outlines the various approved methods for the prevention of disease in school. If the schools in your district are not supplied with these bulletins, copies may be obtained on request from the Department of Health.

Below is a summary of the precautions that are indicated in order to assure the school child the maximum chance for a healthy school year.

(i) Have a complete physical examination once a year.

(ii) Have any defects corrected at once.

(iii) The eyes, teeth and tonsils should receive special attention.

(iv) Every child should be vaccinated against Smallpox and inoculated against Diphtheria. The child may also be protected against Scarlet Fever and Typhoid.

(v) His diet should be as nutritious and varied as resources will allow.

(vi) He should study in a moderately warm school room (68° F.). The room should have a relative humidity of from twenty-five to thirty-five per cent. Provision should be made for the admission of plenty of fresh air.

Children suffering from or in contact with communicable diseases must be excluded from school. In this connection the attention of teachers, School Boards and Local Boards of Health is directed to sections 21 and 22 of the Public Health Regulations:

(21) "When the head-teacher or other teacher in any school in a health district ascertains or suspects that any pupil has a communicable disease, or that said disease exists in the house of any pupil, he shall forthwith notify the Local Board and the parent or guardian of such pupil, and until a medical certificate is produced from the Local Board that such disease does not exist in said house such pupil shall not further attend school. Provided that where no physician is a-

available to the Local Board, the pupil may be re-admitted to school, if the requirements of the Public Health Act and Regulations in respect to the case have been complied with, and if a member of the Local Board on its behalf so certifies."

(22) "When the Local Board in any health district is aware of the existence in any house of any communicable disease it shall at once notify the head-teacher or other teacher of the school, or schools, at which any inmate of such house is in attendance, and if any inmate has been exposed to said disease, the teacher shall forthwith prevent such further attendance until such inmate presents a certificate as hereinbefore provided, stating that infection no longer exists."

Childhood is the State's greatest asset, but every child that is deficient in body, mind or morals is a liability to the State and a menace to the community.

Let us unite forces to make the 1932-33 school year a record one from a health point of view.

## HOW TO SPEND MONEY

People are not normal in spending money to-day. True, there are many people that have no money to spend, and we have no wish to make matters worse for them by talking of spending what they do not possess. The money is in the country, and there are many people who have plenty of it. This is particularly evident from the way the Provincial bonds were bought. It is evident from the splendid array of cars that parade our cement highways. It is evident from the long lines that wait to enter the theatres, and from numerous other indications. The money is in the country. It should be spent, if we are ever going to raise the depression.

Money is a tool to be used. If not used it grows worse than rusty. It stops performance. Like most other tools, it should be used to build, to make life happier and more wholesome. Hoarded money does no good.

The problem of spending it is not an easy one; because the sellers of goods are most insistent that we buy. Certainly there are many articles that tempt our fancy; but we should be careful not to overstock in those articles which only take our passing fancy and which we really do not need.

Care should be taken by those whose supply of money is limited, that they do not obligate themselves for future payment on articles that have no earning capacity. It is quite legitimate to mortgage the future if the article bought has a reasonable capacity to pay for itself; or if the buyer can really afford the purchase. Otherwise the purchase means disaster to both buyer and seller.

Regarding investments, there are plenty of really reliable ones; and the uninitiated will do well to steer clear of unknown quantities. In buying stocks, it is best to buy only with money you can afford to lose. You may lose it any way, and the person who can be sure to always know the upward turn of the market would be a financial wizard. Most of us are not financial wizards.

The main point in this article is that it is time to spend money wisely, courageously, and with vision. Otherwise the depression will increase rather than diminish.

—The Canadian School Journal.



## THE REPEATERS ARE WITH US EVERYWHERE

### Repeaters in High Schools

"Repeaters" in high schools provide a problem that is not confined to Edmonton or Calgary. Saskatoon's high school board has just decided that pupils who require two or more years to complete grade 12 must pay a fee of \$25 a year after their first year in that grade. In the province of Manitoba fees are collected from all pupils in grade 12, whether repeaters or not, and a proposal also has been made either to charge a nominal fee for all high school grades or else a stiffer fee for repeaters in any grade. Commenting on the action of the school board in Saskatoon, the *Star-Phoenix* of that city says:

"It is, of course, entirely desirable that educational facilities, secondary as well as primary, be open to all. At the same time the exigencies of the times are such that school costs must be closely scrutinized and reduced if possible. It is obvious that the public purse cannot continue the system on the same scale as at present. Every 'repeater' is an added cost and it would be wholly unfair if they were permitted to decrease the opportunity for those who have the desire and the ability to obtain a secondary education. The fee of \$25 is only a fraction of the yearly expenditure for each pupil."

That newspaper does not think it would be advisable to "chuck out" repeaters, as was proposed here at one time. On the other hand, the position in Edmonton is not one in which cost is the sole concern. Accommodation is at a premium and most of the perplexities of the Edmonton board at present are caused by the lack of space in the high schools. A simple refusal of further desk room to repeaters would free two full size rooms, according to estimates made last spring. The present method of procedure, however, while not so drastic, does tend to remove these "misfits" from the academic high school and place them in the technical or commercial schools where they may find work which will attract and hold their interest. This will not do much to reduce Educational costs here, it is true, and ultimately the board may have to come to a nominal fee for high school pupils. Scholarships for those who prove good students would solve the problem for those whose financial position is such that they are unable to contribute anything towards the cost of their education.

—The Edmonton Journal.

## IDLERS MAY BE WEEDED FROM COLLEGIATES

Kitchener Collegiate Institute Board is not the only one in Ontario faced with the problem of providing accommodation for pupils who wish to attend. As the rooms are already overcrowded it proposes to exclude the persistent idler and to give encouragement to the industrious.

The *Chatham News* thinks there is no doubt that other municipalities may be compelled to adopt a similar system. Lack of accommodation has been a pressing problem there for several years. "The work of Education must go on," says the News. "If the attendance keeps on increasing, more accommodation will be required. It is generally recognized that at this particular stage of the

history of the province, very few municipalities—if any—are in a position to undertake building programmes. The alternative will have to be to weed out the pupils who do not appreciate the chance which is being given to them, and who as a result would not know what to do with an education after they got it."

In St. Thomas the attendance at the Collegiate was up to the limit last year, and it promises to go over the limit this year. The *Times-Journal* says that the Board of Education is sitting up at night wondering how it can provide the additional accommodation which will be required. The proposal made by the Kitchener Board may be difficult to put into operation, but it will at least be a warning to the "persistent idler" at that and other institutions.

## WEEDING PERSISTENT IDLERS FROM SECONDARY SCHOOLS

The idea of weeding persistent idlers out of overcrowded secondary schools in Ontario is spreading rapidly. A special committee of Hamilton trustees commended the action of Principal Gill, of the Wentworth Technical School, in refusing to allow "time serving" scholars to register again. It was decided to permit the scholars blacklisted by the principal to return on six weeks' probation. If they do not show signs of improvement and willingness to submit to discipline they will be dismissed. The committee also decided to recommend a policy of investigation and housecleaning not only in the technical but in all other schools operated by the board. It was pointed out that if the pupils are not sufficiently interested to work and their parents to insist that they do work, it is not only economically unsound from the point of view of educational costs, but also unfair to other pupils in the classes.

## WORKS OUT WELL IN LETHBRIDGE

Mr. A. J. Watson, Superintendent of Schools in Lethbridge, in reply to an inquiry as to how their regulation regarding repeaters was working out says:

"We have found that the resolution requiring fees from repeaters, etc. works out quite satisfactorily and do not propose making any change at the present time. The whole purpose of the resolution is largely to make it as well known as possible throughout the school and the homes that the minimum required is five units, although the normal year's course is seven. We have been trying to emphasize that any student below five units is not paying sufficient attention to his work. I think that it has had a good effect on our students, although we still have a number who have not attained this minimum. I would judge that possibly twenty to twenty-five per cent. still fail to reach the minimum, and all who do so have to appear before the Board. Invariably the student admits lack of attention, though occasionally there is one who has failed due to illness or enforced absence.

The penalty fee required after five years in High School is fully enforced and it has had a most salutary effect. Last year only two students were required to pay this fee. It is impossible for me to say how many left on account of the regulation, though I know several did and I consider the school well rid of them. As to parents object-

ing to pay the special fee, I do not know what the outcome would be if a test case were tried. I do know that the majority of the ratepayers are fully behind the idea and any objecting parent would find himself with very little support in the community."

\* \* \*

When people cannot digest certain foods we don't fine them—we change the diet. Some people cannot digest academic courses but we say "Take them and thrive on them or you will be fined." We offer no substitute. Vocational schools with their expensive equipment are out of the question under the present system of administration but what about a revival of the old time apprenticeships? Every normal youth craves activity and some determined effort should be made to provide the opportunity for working off this natural and wholesome urge in learning the various trades and crafts. This could be done very readily with a system of apprenticeship, which would mean perhaps sacrifice on the part of the parent in keeping the boy or girl during that period and sacrifice on the part of those who trained them, but it would not be more expensive than keeping them in schools as "misfits." Instead of being "dubs" in a system in which they had no interest they might become "experts" in mechanical or business lines. There is no over-supply of first class plumbers, carpenters, shoe menders and what-not.

\* \* \*

Chief constable of a Quebec town enforced a curfew bylaw and gathered in 37 boys and girls. If Edmonton police ever started a similar stunt here the "catch" would look like children's day at the fair.

—The Edmonton Journal.

\* \* \*

This would be true of any towns and cities and partially explains the numbers of "repeaters" and indicates the breeding ground of the "punks" mentioned in the following clipping from The Mail and Empire quoting from the New York Times.

### THE UNNUMBERED "PUNKS"

\* \* \*

A boy of 18 who has committed a misdemeanor may be a "case" to a social worker, but to a racketeer he is a "punk." A man of 30 who has never worked regularly enough to earn his own living may be classified as one of the chronically unemployed by an investigator, but to a racketeer he also is a punk. A man of 50 is a punk if he is regularly available for the racketeer, and boys growing up in the streets of an American city, absorbing habits of anti-social behavior and disrespect for law, are potential punks. There are always, even in times of prosperity, at least two million misfits in our cities. They are youths and older men who seldom make an honest living for themselves, and it costs the country \$2,000,000, 000 to support them. It is estimated that there are about five million, of whom nearly half are under 18.

These figures have been collected and are presented in an article in *The Review of Reviews*, by Mr. Burdette G. Lewis. His work in the courts and correctional institutions of this city made him

familiar with the expense and the difficulties of turning a punk into a useful citizen. The effort must be much greater now than it was twenty years ago, when Mr. Lewis was Commissioner of Correction under Mayor Mitchel.

Cities are more crowded, and more boys spend their time in the streets. Gang leaders have more use for young men with little intelligence, a desire for easy money and a tolerance or even admiration for crime. Unenforceable laws have changed the cast of public thought. There is truth in what a New York Gangster (retired) said in *Collier's Weekly* not long ago: "It don't take brains to break a law if you got half the country helping you." Also: "It took the prohibition law to prove that law and order ain't just a set of rules written out in a book."

The punks are more than half helpless in the hands of the racketeers. They are incapable of distinguishing nice points in lawlessness, they grow in habits of idleness, recklessness and crime. Ours is not the only country so afflicted. In Belgium they have faced the problem squarely, and are meeting with admirable success in handling it. Part-time agriculture and part-time industry under public control are providing the misfits with a chance to earn at least part of their own living. Men who would be chronic beggars, thieves, stick-up men, charity cases in American cities are moved to one of the training centres. They are examined, built up in health, improved mentally, tested for the kind of work they can do, and put on a job for which they are fitted.

There are the beginnings of a similar movement in this country. Thus far it is sporadic and without inspiring leadership. If half our misfits are under 18, it is a matter of grave concern to keep them from the clutches of the racketeer and to train them, while they are still adaptable, in habits of sobriety and thrift.

—New York Times.

\* \* \*

Is it any wonder that many parents keep their boys and girls in school where they must be absorbing some learning and culture even if they do not pass five units rather than to allow them to loiter on the streets in these times when there are no jobs to be had? It is an open question whether it is better economy for the local district to be at the expense of keeping these young people in school now or for the state to be at the expense of dealing with them in the criminal class or the permanently "unemployed" at a later date.

### DISCONTENT

It is curious when one stops to consider, how many discontented moods grow solely, not out of any tangible hardship in our own lot, but out of some comparison of ourselves with our neighbors. If another man's wife is handsomer, another man's children cleverer, or his business more prosperous, it really seems to affect us in a most unreasonable way. The truth is that his gains are not our losses, and, if all that he has were swept away from him tomorrow, it would add nothing to our store; and yet we indulge in an illogical envy which makes our own fate seem a hundred times harder by its contrast with his, as the black onyx behind it brings out the clear lines of some cameo.

## ABSTRACT OF AN ADDRESS ON "HOME, SCHOOL, AND THE PREVENTION OF CRIME"

Dr. Alfred E. Lavell

It is necessary and proper to attempt the salvage of criminals but the **prevention** of crime is far more important. The comparatively small number convicted of crime each year involves many millions of dollars loss, and also tragic human damage, and it is difficult to understand why the public is so little concerned about the **causes** of crime with a view to the material lessening of the number of convicts sent to prison. The public was deeply interested in the finding of the cause of typhoid fever and the preventive methods adopted as a result have almost eliminated that disease. It is strange indeed that the same attitude is not taken by citizens in the far more serious disease of crime. Many still cling to the old and largely obsolete idea that crime is unpreventable except by force and that if an offender is convicted, prison is the only and proper solution. Any modern criminologist knows otherwise. He is well aware of the causes of crime and the general methods through which it could be materially lessened, but most people take no interest in the matter.

There are six main reasons for crime in Canada. (1) Disinclination or refusal to obey reasonable law. (2) Lack of harmony between prohibitive or restrictive laws and positive constructive agencies. (3) Mental, moral and physical subnormality or misuse. (4) Defective early environment. (5) Ignorance. (6) The overwhelming temptation, being the climax.

It is not difficult to see how closely related these are to home and school. In some cases the school has to attempt to counteract regrettable home environment, a difficult task. For failure in this the school is often unjustly blamed. The character of its homes decides the character of a nation more than any other factor. Few criminals have ever learned a trade well. Their ambition has received no direction, or because of lack of intelligent and sympathetic guidance, has been misdirected. The judicious imparting of well selected and attractive information to eager minds, the arousing of a hunger for knowledge, the training to think clearly and accurately, may save all but a very few from breaking a reasonable law.

Most good citizens behave themselves because by respect, example and discipline they received the proper knowledge, training, and inspiration in early youth, principally from their parents, and after the earliest years, from the school. Contrary to the idea of a number of people, in education the pupil is the all important thing. The subject is only important because of its effect upon the pupil. The three elementary R's may be taken for granted but if we want clear-headed proper minded citizens there are four subjects which if dealt with in the proper way in school will educate, and build citizenship, and therefore lessen crime to a very marked degree,—(1) The comprehensive and attractive teaching of proper conduct. (You might call this citizenship if you will, the good to be set forth attractively and good habits intelligently explained and insisted

upon.) (2) Literature carefully selected and vitally taught. (3) History and Geography combined. (4) Elementary Science.

The first three are of intense human, living interest and bring the young pupil into sympathetic comradeship with the best of all time and also the warnings of experience. The study of science brings the student into sympathetic knowledge of the universe including himself and his comrades, and teaches him respect for nature's laws and for accuracy. It is taken for granted that both in home and school play and games are essential. Through these the youthful mind learns initiative, co-operation, and the necessity for proper rules and fair play. In making these observations I have had continually before me thousands of ruined lives, heavy liabilities to the nation, which might have been fine assets if the homes and schools had all fulfilled their proper functions.

In education facts count very little unless they get into the soul of the pupil, are digested by him in accordance with his own needs, and become part of him. He should learn to be clear in his thinking, and love this, honourable in his conduct and love this, and to realize that it is worth his while to apply himself to what he has in hand. His interest needs to be aroused according to his ability in the joyful task of becoming an honourable and efficient citizen of this good land to the benefit of himself and of all concerned. Honourable ambitions alone can uproot and destroy dishonourable and useless ambitions.

The idea that the young people of the present day have deteriorated and are worse than their forefathers has no basis in fact. It is true that certain recent inventions, principally the automobile, the electric light and the moving and talking pictures, have introduced new factors, but I see no facts to justify the assumption that the young people of today are worse than they used to be. In fact I see indications to the contrary.

What I have tried to present to you is the results of a somewhat long, broad and varied experience. I have enunciated no theory that is not based entirely upon close observation of facts and the careful study of many thousands of law breakers including their personal history and related facts. While, therefore, I have more faith in human nature than ever before, and have good grounds for hope because of the fine progress that has been made and the splendid achievements accomplished by most homes, most schools and the Church generally, I trust you will remember that in spite of what has been done crime is a menacing and expensive fact still. The police, the laws, the courts, the penal and reformatory institutions do their part but should not be relied upon principally as a means of decreasing crime. Their function is largely negative. The greater work is that of prevention by the arousing in each youth the longing, determination and will to be an honourable member of society.

The responsibility in this respect lies amongst churches. These preventive agencies have by no means failed, but it would be lamentable if they were satisfied with the ninety-nine sheep which had been kept in the right way and shrugged



their shoulders over the one that has gone astray. If the public were really interested and would study the causes of crime in the same way that the cause of tuberculosis, typhoid, smallpox and cancer are studied and would then proceed, after diagnosis to attempt to correct the cause of crime, the inmates of our penal and reform institutions could within a generation be reduced by twenty-five to fifty per cent.

—*The Canadian School Journal.*

### THE PROBLEM OF LEISURE

Dr. W. Sherwood Fox, President of the University of Western Ontario, London.

This theme rather than "The Proper Use of Leisure," which was suggested to me, has been chosen for the same reason that the physician must make a diagnosis before he can prescribe a treatment. Very often the proper treatment is obvious before the diagnosis is complete. It is our belief that if we can induce people to ponder upon the many things involved in the actual existence of leisure, they will through this very act come to conclusions that will without further ado result in the proper employment of leisure.

In the past the common treatment of the problem has been too casual or too mechanical, or both. Educators and laymen have been too prone to assume that, if you confer upon a person the gift of "surplus time," he cannot help using it profitably; and that's all there is to it. The assumption is not only a gross error but a social peril, especially in these days when the margin of "surplus time" is steadily widening. The fact is that the sound use of leisure requires as much thought as labour itself. If one knows the chief obstacles to the desirable uses of spare time, probably one can avoid them. What are they?

Limiting our study to this continent I should say first there is the prevailing and distinctive North American "pattern of life." This notoriously implies constant and conspicuous activity. What was once the virtue of the necessities of a pioneer life and of a simple religious obedience to the Scriptural command to labour has become almost a vice. The "busyness" that has become the common mark of our working day has been carried over into our leisure. The result is that most of our pastimes have become, as it were, our secondary businesses and thus deny us their natural benefits.

There are other obstacles also. One of the worst is the North America fear of doing the thing that is not standardized. This has invaded the field of leisure and has banished individualism from the very soil in which it can best get its early growth. Mass production also kills the spirit of the individual; in the old days the manufacturer was the artisan whose product was part of himself. Mass production has scaled the walls between industry and leisure and trespassed on the territory of the latter. Business advertising encourages chiefly those pastimes that require material equipment; hence those that involve the mind chiefly suffer greatly by neglect.

This raises the double question: What have the schools done and what can they do? Unfortunately, the schools are not guiltless of making the dangerous assumption that leisure once granted will take care of itself. Yet the way

open to the school in this matter is not a clear one nor an easy one. The introduction of a course in leisure would probably be just another routine; the atmosphere of routine is precisely the one that is most unfriendly to leisure. The cure might therefore only add to the difficulties of the problem. Rules, maxims and precise recipes, except so far as they are cast in the form of charming epigrams or proverbs, are of very little avail, for the right way of employing leisure is something that varies with the individual who has the leisure to employ. In short, our whole problem is essentially a spiritual matter and mechanical solutions have no place in the handling of it. The real solution lies in gradually changing the hearts of a whole generation and in giving it a new atmosphere to breathe. The school supported by all the other superior social agencies will have a part in effecting this change. Some of the steps leading to this may be enumerated.

The old dogmatic idea that one ceases to be virtuous in the sight of Heaven when one ceases to labour, must be broken down. Those who still appeal to Scripture for their authority would do well to note that Scripture encourages leisure as much as it encourages toil. Indeed, Scripture above all literature enjoins the well-balanced life and endorses the message of modern medical science.

We need to remind ourselves that while we are still handicapped by the presence of many pioneer conditions, yet the forest is no longer threatening to press in upon us. If we but pause to reflect upon this, we shall see that there is time for us to halt our "busyness" and rest our minds and souls.

It is our common complaint that democracy is at a very critical stage and we point to our various governments as positive proofs. If we are sincere and realize that we share the responsibility for the existence of the conditions, why not make use of our augmented leisure for improving the condition? One of the most fruitful employments of surplus time would be the study of and devotion to government in its various forms from the township council to federal administration.

Systematic methods of revising our conceptions of sport should be adopted and applied. This could be best done through the schools. Something worthwhile is already being done, but the program can easily be extended. Personal rather than "proxy" or secondhand participation in sport should be made the ideal. The natural instinct of competition should not be, as it were, commercially exploited.

There is little hope of changing the old generation in all this and we must therefore concentrate our attention upon the younger. Our field of operation must be wherever young people are regularly banded together. Precept, though of little effect in the main, cannot be entirely ignored. Indirect education, via the young person's interest, is the most effective and in the end the quickest method. Naturally, the teacher or other leader must point to certain tried and tested ways of using leisure, such as reading, study, in the practice of the fine arts, hobbies, nature study, writing, participation in certain sports, but chiefly by way of illustration and







suggestion. If he can induce his wards to follow any of these ways on the principle of "playing with ideas," he will then have achieved his goal, for this, after all, is the principle upon which the right use of leisure depends.

—*The Canadian School Journal.*

### THE SCHOOL CHILD'S LUNCH

Miss Viola Henderson, Secretary, Child Hygiene Section of the Canadian Council on Child and Family Welfare

It is generally recognized to-day that the growing child is largely dependent for his proper growth and development upon the food he eats. When this is selected with regard to his capacity and his body's needs, properly prepared to conserve its nutrient constituents and served in an attractive and appetizing form, there is little likelihood of his suffering from under-nourishment unless there are physical defects or other causes such as over fatigue preventing his utilization of the nutriment supplied.

Under conditions obtaining at present when unemployment has made adequate food supply an impossibility for many families in industrial and even in some rural districts, it may be that lack of sufficient food will be the cause of malnutrition in the child from the poorer home but it is not only these children who suffer, those from well-to-do families often suffer in the same way from wrong choice of food. Under-nourishment leads to so many ills and handicaps development to such an extent that no effort should be spared to prevent it.

The very active life and rapid growth which are characteristic of the normal child of school age demand that particular care should be paid to his diet. Three substantial well-balanced meals should be regularly supplied each day. For the child who goes home for his noon meal, this is not difficult but for those who are too far from home to do this, as in most rural schools, the problem of an adequate school lunch must be met.

Until recently no attempt was made in the majority of cases to provide anything in the shape of a hot dish for this noon meal in rural districts, and the writer recalls that in earlier times it was not unusual on cold days in winter for lunch to be not only cold but partially frozen by the time the child reached school and in a chilly cloakroom to remain so, making the eating of it difficult and far from enjoyable, with the result that it frequently went uneaten. Poor selection of food and lack of care in preparing and packing, made a great many of these lunches anything but appetizing. At the present time there are very few schools even in remote country districts which do not make some effort to improve conditions and the results have been so gratifying not only in improved health, but greater progress in studies and fewer problems of discipline—particularly during the afternoon session—that attention to the noon hour meal is becoming quite general. Moral and social advantages accrue from the more orderly eating of the lunch and the better habits acquired. Attendance is also improved due to there being

fewer absences on account of colds and other ailments.

It is possible to provide the equipment necessary to supply one hot dish at a very small cost. The heaviest item of expense is the stove. This might be a two burner oil stove or if the school room is provided with a flat stove its surface can be used for cooking. Sometimes an oil stove not in use is donated or loaned by some interested person in the community. Equipment for the preparation of the dish and also for the necessary cleaning up afterwards can be stored in a cupboard made by the local carpenter or by some of the older boys. Individual equipment for serving, such as cups, mugs or bowls may be brought from home by the children.

The cupboard should be neatly painted and the contents arranged in an orderly way. Equipment should be carefully used, kept scrupulously clean and towels and dish cloths kept in a sanitary condition by daily washing, and weekly laundering. Staple supplies such as sugar, flour, etc., should be kept on hand and may be provided by the School Board, payments by pupils or funds raised by an entertainment. Perishable supplies as milk, eggs, etc., may be procured by purchase from someone near or may be provided by families taking turns to supply them. The list of supplies for each week must be made out and may be in the hands of a committee of older pupils supervised by the teacher. The duties of preparation and cleaning up must be worked out, and divided among the pupils, boys as well as girls, each taking turns at the various duties.

All pupils must share in paying for the luncheon dish, the method to be employed should be that most satisfactory to the parents concerned. All supplies may be donated, families taking turns in doing this or supplies may be purchased and pupils pay each week the cost of what they have received.

A general plan of menu for a satisfactory school lunch is as follows:

I. A substantial course and dessert. The first course should contain a muscle-building food as meat, eggs, fish, cheese, nuts, etc.

II. Milk—served as a beverage or used in cocoa, soup or a creamed dish.

III. Some succulent food as vegetable or fruit.

#### Suggested Menus When One Hot Dish is Served

1. **Lunch box**—brown bread and egg sandwiches, marmalade and nut sandwiches, ginger snaps, orange.

**School**—Cocoa.

2. **Lunch box**—cheese sandwiches, raisin and nut sandwiches, apple, milk.

**School**—cream of potato soup.

Dishes which may be prepared at school include cocoa, postum, cream soups, scalloped dishes as, macaroni and tomato, salmon, etc., creamed vegetables as corn, peas, stewed tomatoes, corn chowder, scrambled eggs and bacon.

Where no facilities are possible for the preparation of a hot dish, the lunch brought from home should be very carefully planned and prepared. Sandwiches will provide the foundation of the lunch and may be varied by using different kinds of bread and a variety of fillings. The latter may be, meat, fish, eggs, cheese, peanuts, or a succulent vegetable. They should be neatly

## THE OBJECTS OF EDUCATION—APPRECIATION AND EXPRESSION

Last October, Principal Fyfe, of Queen's University, gave an address at Victoria University. The subject of the address was "The Object of a University Education."

The opening paragraph of the address is most illuminating:

"There are many criteria of a good Education. One of the best, I think, is appreciation. The uneducated man is undeveloped, and, therefore, largely insensate. There are pleasures to which his sense is unawakened. He is blind to many forms of beauty; and deaf to many kinds of truth. He moves through life with muted senses, and at the same time pathetically exaggerates the few forms of pleasure which he can appreciate. The object of Education is to widen, as it can widen almost infinitely, the scope and variety of appreciation, to add to the store of pleasure and interest."

The use of the word "appreciation", as defining the object of education, amounts to genius. No word is more fitting. It should be the inspiration

wrapped in wax paper to keep moist and to avoid contact with other foods. Dessert may be a sweet sandwich, a simple milk pudding as, custard, rice, etc., cake (which should not be too rich) or cookies, fruit, either fresh or cooked, or a small piece of candy.

Pies, rich pastries, rich foods, pickles, tea or coffee should never appear in the diet of the young child.

A suitable lunch box, a supply of wax paper, paper napkins, small screw top jar or jelly glass with tight cover, thermos bottle, spoon, fork and drinking cup are necessary accessories to the lunch.

Lunch containers of tin should be washed each night, carefully dried and aired; if a basket is used, it should be freshly lined daily and washed frequently.

Children should be taught to eat their lunch sitting at their desks or at a table if one is provided. One table napkin may be used to arrange the lunch on. Eating should not be a hurried procedure. Time to properly masticate food makes for good digestion and helps to form good eating habits.

Whether, therefore, the child's lunch be provided for him in its entirety at the school cafeteria, or, as in the smaller school, a hot supplement be added to the lunch brought from home, or the whole lunch be carried in his lunch box, its selection and preparation is of such vital import to his welfare that it should receive from those responsible for its provision, the careful attention its importance demands.

NOTE—"An Investment in Health", a particularly valuable booklet for the teacher, describes in detail the organization of the project, the equipment required, and suggested menus for the hot school lunch. This booklet, by Myrtle Hayward, B.S. of MacDonald College, McGill University, has been published by the Canadian Council on Child and Family Welfare and may be obtained at twenty-five cents per copy upon application to the Council at Council House, Ottawa.

—The Canadian School Journal.

of all Education from Kindergarten to University; and continue as long as the mind is capable of development.

It is a great task to keep this fine ideal before the student who must face the practical affairs of life. Frankly, it is abandoned by many leaders in the educational world. They take it for granted that training for life work precludes appreciation and renders the student self-centred.

Dean Inge says: "The evil of specializing may easily be exaggerated. Almost any work that is well done takes on a universal quality: it educates us more widely than its restricted scope might lead us to expect. A broad mind is not much cramped by a narrow sphere."

Great as is the value of "appreciation," it denotes but one part of a good Education. The other part is found in expression. The "appreciation" side of Education can make the student self-centered unless he has "expression" to broaden the sympathies, and to open new avenues of thought for further appreciation.

The majority of our students are compelled to express themselves. The actual requirements of their lives demand expression as their basis of earning a living. That expression may take the form of brick laying or of sonnet writing; but if a broad outlook has been given in his early training, the need of expression will not cramp his mind.

It is an excellent result of Education to be able to appreciate the beautiful imagery of Tennyson's poems; the technique of a Turner; the accuracy and insight of an Edison; the creative skill of a Wren; and administrative ability of a great corporation president.

It is equally excellent to be able to express these appreciations in similar or other works that shall enrich mankind.

Appreciation and expression must go hand in hand as the foundation principles of true Education. They are complementary to each other.

The following quotation from Prof. Fyfe's address will fittingly close this article:

For the solution of our problems "we require the true spirit of Education, that absorption in the subject for its own sake, which is the parent of real hard work, and of ultimate results. A man cannot work hard with real pleasure, unless he is thus absorbed in his work and he cannot get results, unless as he works, he is oblivious to them, and of everything else except the problem he is studying."

—The Canadian School Journal.

## PERSPECTIVE

There is nothing more humorous—and more pathetic—than the difference in different people's sense of perspective. One man's mountain is another man's molehill, and vice versa, which is the cornerstone of many people's jokes, and most people's tragedies. What a tragic comedy and a comical tragedy it all is! . . . We choose the thorny mountain path in order to leave the pleasant valley for beloved feet to tread, and then, at the journey's end, find out that the mountain which has been too high and hard for us would have been to them but the veriest mole-hill.

—Ellen Thorneycroft Fowler.



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